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ABSTRACT

This activities-based handbook is designed to assist both mentors and mentees in colleges and universities in developing a relationship that is respectful, meaningful, and fulfilling. It defines the terms associated with the mentoring process and discusses how knowledge of self is critical to developing a successful mentor-mentee relationship. The handbook outlines the role of mentors and mentees, and also provides sets of empowerment activities for each phase of the mentor-mentee relationship, and tips for strengthening the role of mentors and mentees. It includes answers to commonly asked questions about mentoring and ideas for organizational support for the mentoring process. A discussion of gender and minority issues relevant to mentoring is also included. The handbook also reports the results of a study on the mentor-mentee relationship among participants in the University of Northern Colorado McNair Scholars Program. Suggested readings and resources are included. (Contains 23 references.) (MDM)

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University of Northern Colorado
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McNair Scholars Program

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UNLOCKING THE DOOR TO EFFECTIVE MENTORING

An Activity-Based Handbook for
Mentors and Mentees

Kimberly A. Lees

2B

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By Kimberly A. Lees, Ed.D. and S. Sally Carruthers, MBA

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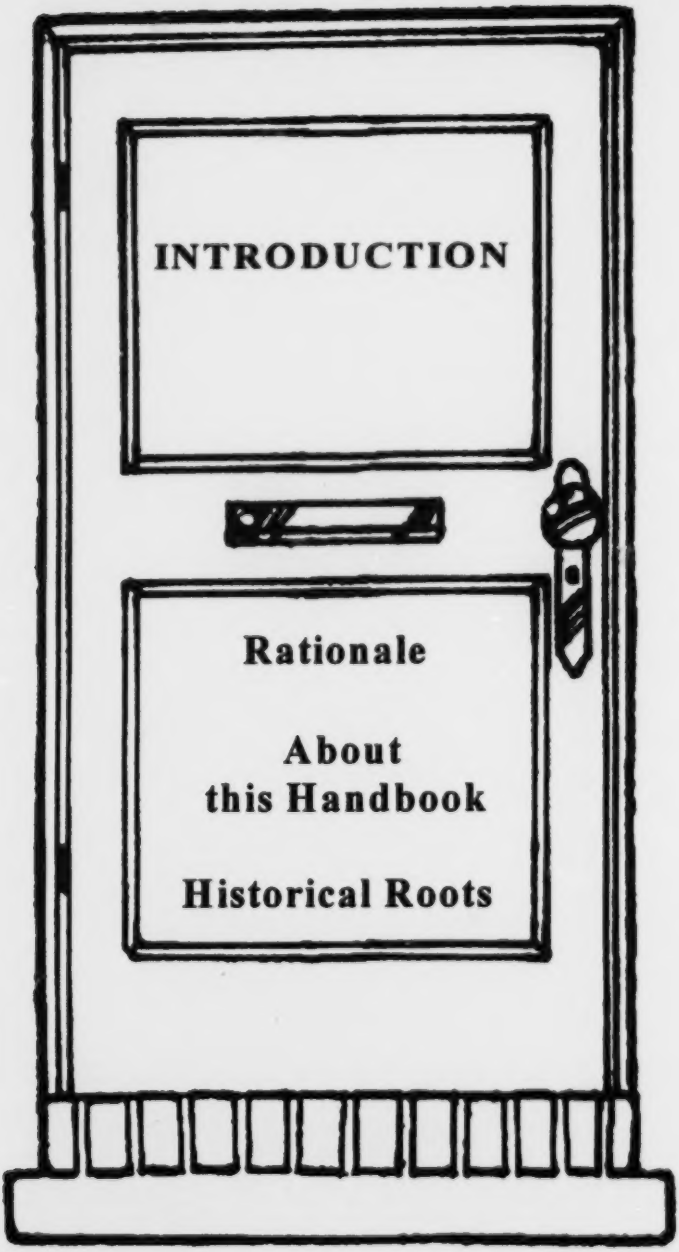

INTRODUCTION
Rationale
About
this Handbook
Historical Roots

INTRODUCTION

Rationale

The origin of this mentor-mentee handbook was a culmination of the overwhelming need and desire by the McNair Scholars Program to capture, embrace, and accentuate the potential of all students at the University of Northern Colorado (UNC). Additionally, this mentor-mentee handbook was inspired by UNC faculty and staff who shared their wisdom, time, energy, and counsel nurturing relationships with students of all ethnic, racial, and socio-economic backgrounds. It was through these relationships that UNC students found a heightened level of educational opportunities and achievements. Thus, the purpose of this mentor-mentee handbook was to provide potential mentors and mentees with a vehicle to transport the significance and empowering characteristics of quality student-faculty relationships.

This mentor-mentee handbook offers a valuable resource for members of the university community such as administrators, faculty, students, and staff who want to engage in a mentoring relationship. The information and activities selected for inclusion in this handbook were based on their strength in facilitating the phases of the mentor-mentee relationship. Furthermore, it should be noted that although an exhaustive review of the literature was conducted, the focus of this handbook was to delineate the characteristics of the mentor-mentee relationship in higher education. Therefore, we realize this mentor-mentee handbook contains only a small portion of the many available resources that exist for use by faculty/staff mentors and student mentees. However, it is our intention that if you utilize the activities, information, and resources presented in this handbook, you will develop a positive, vital, and rewarding mentor-mentee relationship.

About this Handbook

Unlocking the Door to Effective Mentoring is a user-friendly, activity-based handbook designed to assist both the mentor and the mentee in developing a relationship that is respectful, meaningful, and fulfilling. However, in order to foster the mentor-mentee relationship to its fullest potential, both the mentor and the mentee should utilize the recommendations and empowerment activities presented in this handbook.

This handbook is divided into ten chapters. The first four chapters relate to the specifics of the mentor-mentee relationship. The information included in these chapters serve to benefit both the mentor and the mentee in developing, cultivating, and nurturing a successful relationship. Chapters five through nine address individual concerns and offer additional information for those who wish to aspire to a higher level of knowledge regarding the mentor-mentee relationship. Literature cited throughout the handbook are referenced in chapter ten. Each chapter is briefly described below:

Chapter I — Definitions

Terms and definitions from the literature associated with mentoring are presented and space is provided for you to share your own personal definition of each term.

Chapter II — The Mentor-Mentee Relationship

This section briefly discusses how knowledge of "self" is critical for developing a successful mentor-mentee relationship. In addition, this section offers an overview of the four phases of the mentor-mentee relationship:

- Initiation
- Cultivation
- Separation
- Redefinition

Chapter III — The Mentor

In this section, the mentor's role and responsibilities are delineated. For each phase of the mentor-mentee relationship, practical exercises or "Empowerment Activities" are provided. These activities are highly recommended for developing and cultivating the relationship. This section ends with a list of helpful hints that can strengthen the role of the mentor.

Chapter IV — The Mentee

In this section, the mentee's role and responsibilities are delineated. For each phase of the mentor-mentee relationship, practical exercises or "Empowerment Activities" are provided. These activities are highly recommended for developing and cultivating the relationship. This section ends with a list of helpful hints that can strengthen the role of the mentee.

Chapter V — Commonly Asked Questions

Commonly asked questions are provided regarding academic and personal issues, concerns, and problems that occur in the mentor-mentee relationship. In addition, ideas for organizational support are offered.

Chapter VI — Gender and Minority Issues

Ideas are offered in this section that will assist both women and minority mentees in building a strong relationship with their faculty mentors. Reading this section is highly recommended.

Chapter VII — A McNair Study

This section provides the results of a qualitative study conducted at the University of Northern Colorado regarding the perspectives and specific feedback from UNC's McNair faculty mentors and mentees.

Chapter VIII — Suggested Readings

Readings are suggested that will enhance the role of the mentor and/or mentee, communication skills, relationship skills, as well as self-awareness and personal growth.

Chapter IX — Resources

Mentoring resources are listed for readers interested in additional information regarding the mentoring process.

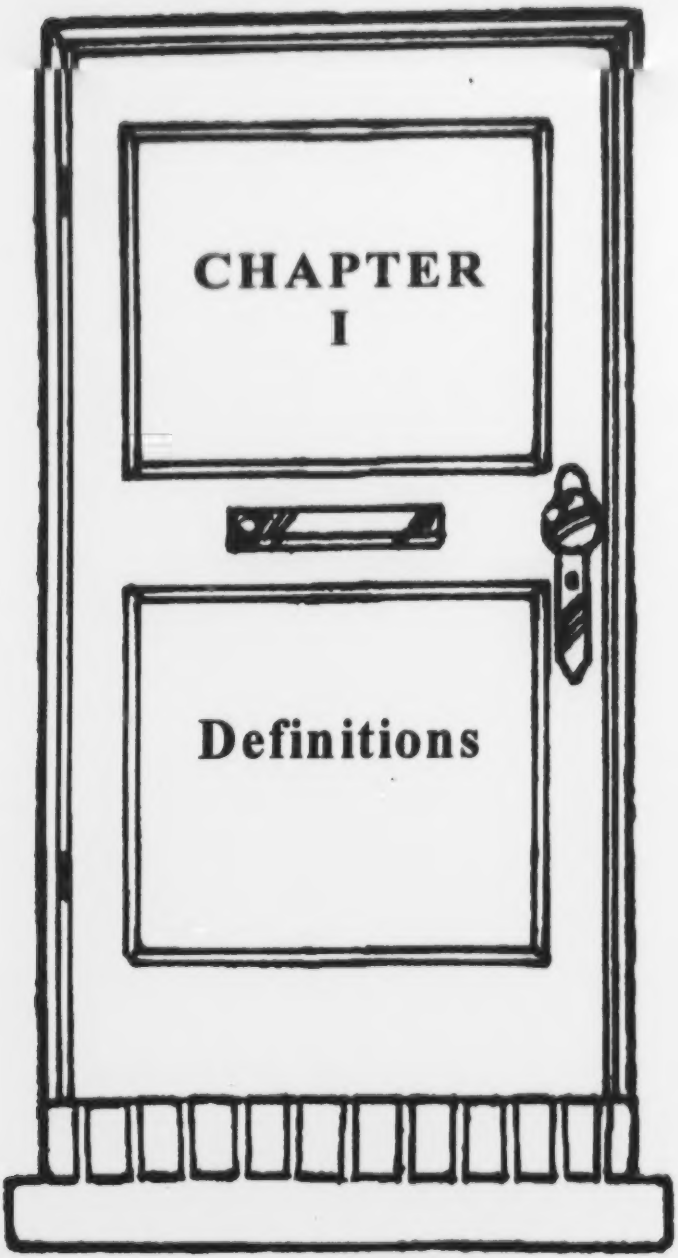
Chapter X — References

Literature citations used throughout this handbook are referenced.

Historical Roots

Mentoring has its roots in ancient Greek mythology, created when the King of Itheca, Odysseus, left on a 10-year journey. Odysseus entrusted the education of his son, Telemachus, to his good friend and advisor, "Mentor." Mentor served as a guide, teacher, counselor, coach, sponsor, and role model to Telemachas for over a decade. In one instance, Mentor's advice even saved Telemachus from death.

Telemachus was not only Mentor's student and protégé, but also his friend. Their mentor-mentee relationship was a lasting and mutual commitment to nurturing and education. This image of the mentoring relationship has become the framework and standard for mentor-mentee relationships today (Carden, 1990; Hansman-Ferguson & Garofolo, 1995; Merriam, 1983).


CHAPTER
I
Definitions

DEFINITIONS

The first key to developing an effective mentor-mentee relationship is to be sure everyone is operating from a similar knowledge base with a common set of terminology (Adams & Adams, 1993). Three terms are defined in this section:

mentoring

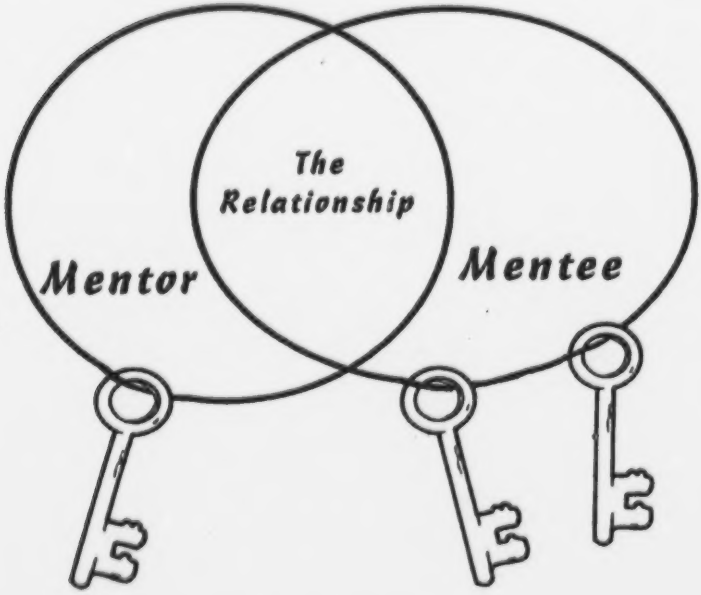
mentor

mentee

The definitions presented on the next three pages serve as a guide and clarify these critical terms. If the mentor and the mentee have fundamentally different definitions of these basic terms, many misunderstandings can occur during the mentoring relationship. Therefore, it is imperative that *both* the mentor and the mentee share with each other their own personal definitions of these terms and come to an agreement on the meaning of each.

What is Mentoring?

Mentoring is a powerful emotional interaction between an expert and a novice; a relationship in which the expert member is trusted, caring, and experienced in the guidance of the inexperienced novice (Merriam, 1983). **Mentoring** is an interactive and dynamic process that requires both the mentor and the mentee to invest time and effort in making sure the relationship is "mutually-enhancing" (Daresh & Playko, 1989).



Share your own personal definition here:

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What is a Mentor?

A **mentor** is an experienced person who may act as a teacher, sponsor, host, guide, and exemplar and provides counsel as well as moral support to a less experienced person (Levinson, 1978). A **mentor** offers support, guidance, and counsel (Kram, 1983).

Share your own personal definition here:

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What is a Mentee?

A **mentee** is an inexperienced individual who looks to a more experienced person for advice, sponsorship, role modeling, and personal academic support (Lees, 1996). A **mentee** or "protégé" is one whose welfare, training, or career is promoted by an influential person (American Heritage Dictionary, 1992).

learner

pupil

STUDENT

protégé

apprentice

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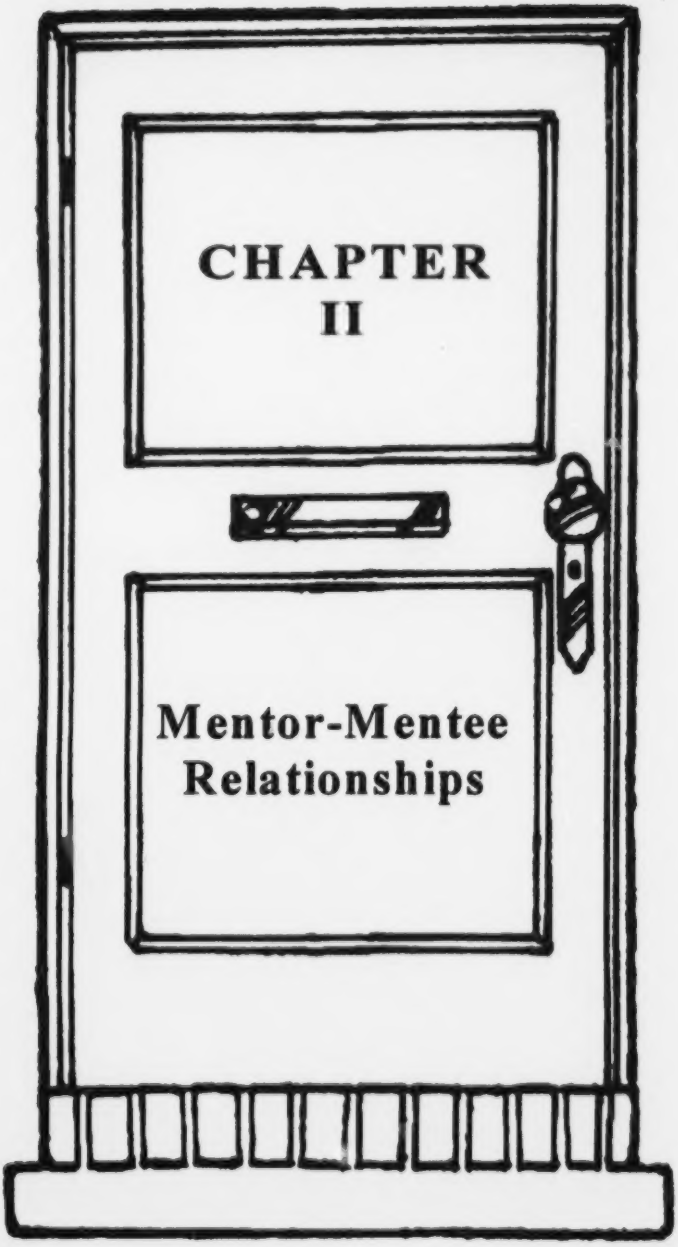

CHAPTER
II
Mentor-Mentee
Relationships

THE MENTOR-MENTEE RELATIONSHIP

The mentor-mentee relationship holds the possibility of facilitating career advancement and psychosocial development for both participants (Kram, 1983). A truly effective mentoring relationship has the potential to be as worthwhile to the mentor as it is the mentee (Daresh & Playko, 1989). The mentee stands to gain academic success, increased understanding of research skills, and the development of effective professional skills (Adams & Adams, 1993). For the mentor, the possibilities include improved job satisfaction, increased peer recognition, and potential career advancement (Daresh & Playko, 1989). Thus, even though mentoring is not an easy process, the rewards can be quite powerful.

Knowledge About Self and Others

Knowledge about self and others plays a key role in achieving an effective mentor-mentee relationship. This is where both the mentor and the mentee reflect and determine what their academic and personal expectations and needs are for themselves, as well as judge others' capabilities in meeting those expectations (Lees, 1996). For the mentee, self-perception and the perception of others act as critical forces in choosing and working with the kind of mentor necessary to complement his or her needs for accomplishing desired goals. A mentee's perception of self will therefore characterize his or her level of confidence and self-esteem, framing personal expectations and needs, as well as the internal process for choosing a mentor (Lees, 1996). Thus, the importance of having and/or developing a sense of "self" is in the ability to possess an organizer for choosing and building relationships with others who have similar qualities and characteristics (Lees, 1996).

The mentor also has an obligation to the mentee to seriously reflect on his or her sense of "self" and acknowledge reasons for wanting to pursue the role of a mentor. The mentor plays a crucial role within this meaningful relationship and should therefore consider how his or her expectations meet or complement those of the prospective mentee. In

addition, a mentor's self-perception of his or her characteristics, skills, abilities, values, and experiences are criteria that should be evaluated to ensure a proper match between him/herself and the mentee is achieved (Andersen, 1986; Lees, 1996).

It is through the knowledge of "self" that both the mentor and the mentee can find fulfillment and gratification in the mentoring relationship (Kram, 1985). In other words, if both the mentor and the mentee have a clear sense of "self," the relationship can lead to improved talent, professional empowerment, and mutual growth (Lees, 1996).

The Model

The process of mentoring can become confusing if a framework is not in place. In our extensive review of the literature, we found that Kram (1983) presented the most comprehensive conceptual model of the mentor-mentee relationship. Her model provides a clear and concise framework from which both the mentor and the mentee can operate. Although Kram's work originally focused on the business world, her model is applicable to other milieus, including higher education.

According to Kram (1983), the mentor-mentee relationship typically advances through four phases. These phases are:

1. Initiation
2. Cultivation
3. Separation
4. Redefinition

Each phase addresses how the evolving relationship between the mentor and mentee influences each other over time. The phases of this model are described in the following sections.

The Phases

Phase 1: Initiation

The selection process of the mentor or the mentee signals the beginning of the initiation phase (Hunt & Michael, 1983). Typically, mentors are chosen based on mutual interests, professional goals, common values, interpersonal styles, and previous relationships (Daresh and Playko, 1989; Lees, 1996). The mentee must determine what expectations and needs she or he desires from the relationship. According to Lees (1996), some common needs of the mentee include respect, encouragement, affirmation, confidence, and being valued as a person and a scholar. Since it may be difficult to know where and how to begin a mentor-mentee relationship, Scott (1992) recommends the mentor take the responsibility of "breaking the ice."

The initiation phase typically lasts from six to 12 months. During this phase the relationship begins to evolve, rapport is established, and both the mentor and the mentee develop a healthy working relationship. The mentor is perceived as one who will support, guide, respect, and care for the mentee. The mentee, on the other hand, is perceived as someone with potential who will respond to coaching and mentoring, and is enjoyable to work with. Getting to know one another, discussing realistic goals, sharing information, developing mutual trust, establishing ground rules, and negotiating expectations are keys to a successful initiation phase (Kram, 1983; Mitchell & Savage, 1979; Scott, 1992).

Sharing definitions of key terms and individual expectations early on in the relationship will enhance the positive rapport and mutual trust necessary for a successful mentoring relationship. Once this information has been shared with each other, both participants must decide if the mentor-mentee relationship will actually succeed or if separation needs to occur. This informed decision to stay in the relationship is an essential building block for the foundation of a mutually satisfying and productive relationship (Mitchell & Savage, 1979).

During initiation, the behaviors of both the mentor and the mentee are critical to the future effectiveness of the relationship. It should be noted that high levels of apprehension can occur as the participants embark on this phase. Both the mentor and the mentee may feel anxiety, uneasiness, and uncertainty (Scott, 1992). These feelings are normal and can be expected. Scott (1992) describes the unproductive behaviors that can occur during initiation as "testing." Testing is manifested in behavioral conduct as missed appointments, unreturned phone calls, lack of follow through, unreasonable requests, and acting angry or sullen. These behaviors are typical of mentees who have a history of being disappointed by adults, and of mentors who have not experienced quality mentoring relationships. If the mentor and the mentee are truly serious about working with each other, these behaviors are short lived (Scott, 1992).

In summary, establishing open communication, building trust, and developing mutual respect for each other are essential to the further development of the mentoring relationship (Daresh & Playko, 1989; Scott, 1992). The mentor must demonstrate that she or he truly believes in the mentee's ability to succeed. In turn, the mentee must demonstrate responsible behavior and a genuine interest in what the mentor has to offer. As this phase comes to a close, a true mentor-mentee relationship begins to be cultivated.

Phase 2: Cultivation

The cultivation phase typically lasts two to five years. The potential for the mentee in this phase is improved self-esteem, self-confidence, and personal satisfaction (Kram, 1983). The potential for the mentor is having a sense of accomplishment in knowing his or her support and guidance have helped contribute to the success of the mentee (Kram, 1983). The apprehension felt during the initiation phase diminishes as commitment and clarification of individual roles become evident (Kram, 1983; Mitchell & Savage, 1979).

The process of goal setting is the key for clarifying boundaries and responsibilities between the mentor and the mentee. Scott (1992) provides four steps to effective goal setting:

1. Identify what is important to the mentee.
2. Create goals that are clear and realistic.
3. Brainstorm possible ways of achieving the goals.
4. Plan small, specific, achievable tasks toward the goals.

The mentor and the mentee must agree on the goals and who is responsible for particular tasks. Keeping commitments made during this process will enhance the trust and respect that needs to exist between them. It is vitally important for the mentee to feel ownership of the goals yet remain open to feedback from the mentor. Similarly, the mentor must believe in the mentee's ability to attain the goals and be open to the mentee's rationale. After all, "the whole purpose of the relationship is to further the development and refine the skills, abilities, and understandings of the mentee" (Moore & Amey, 1988, p. 45).

Since the relationship is cultivated through the mentor's instruction, encouragement, role modeling, coaching, support, and advice (Hunt & Michael, 1983; Kram, 1983; Lees, 1996), the mentor's rank and experience are key to his or her ability to provide visibility and exposure, sponsorship, protection, and challenging work assignments to the mentee (Kram, 1983; Lees, 1996).

Collaboration on research projects will help the mentor and the mentee develop a closer relationship. This joint ownership of the research can lead to increased knowledge, enhanced academic skills, and a greater appreciation of each other's research contributions (Lees, 1996). Throughout the collaborative process, the mentor should provide constructive feedback that facilitates the development of the mentee's self-confidence and sense of competence in his or her academic and personal abilities (Lees, 1996). Over time, the value of the relationship begins to be realized.

Limitations of the relationship are also realized during this phase. Original expectations and goals are sometimes challenged. For example, the mentor may not provide sufficient role modeling or may not be someone with whom the mentee identifies. Additionally, complaints of the mentee might include the mentor not giving enough support or productive feedback (Kram, 1983). Yet, this type of

response by the mentor may be a direct result of the mentee not utilizing his or her full potential and is perceived by the mentor as "slacking off."

When misunderstandings, setbacks, and disappointments occur within the relationship, they must be immediately addressed or the mentor-mentee relationship can be significantly weakened. Conversely, these same difficulties can also be seen as opportunities to strengthen the relationship (Mitchell & Savage, 1979).

Strategies involving effective communication, active listening, and conflict resolution are useful during these times. In fact, if managing conflict was discussed during the initiation phase, academic and personal difficulties will be easier to resolve. As conflicts are resolved, the relationship is fortified and a level of predictability sets in (Scott, 1992). The mentee learns the mentor can be counted on and begins to share thoughts and feelings more openly. In addition, the mentor is more at ease in providing productive and constructive feedback (Scott, 1992).

During the cultivation phase, the mentee's work is typically seen as a by-product of the mentor's efforts and thus is protected from direct criticism (Hunt & Michael, 1983). It is therefore important for the mentor to recognize the mentee's need to feel accepted and respected for the work accomplished. This will facilitate the mentee's personal satisfaction and enhanced self-esteem. Thus, as the mentee develops a strong sense of competence and the need for personal and professional recognition, the cultivation phase comes to an end.

In summary, when the phase of cultivation is successful, the relationship between the mentor and the mentee is seen as professional, respectful, and encouraging (Lees, 1996). Empowerment becomes the overriding benefit for the mentor (Kram, 1983). The successful mentee feels a level of competence and positive self-esteem that enables him or her to work effectively (Daresh & Playko, 1989; Lees, 1996). When the cultivation phase is not successful, disappointment for both the mentor and the mentee typically occurs because the relationship has not met certain developmental needs or personal expectations (Kram, 1983).

For some, the mentor-mentee relationship can cultivate rich friendships which include personal counseling (Kram, 1983; Lees, 1996), although not all students seek this kind of relationship from their mentor (Lees, 1996). However, inherent in this close relationship is some degree of interpersonal bonding between the mentor and the mentee that strengthens over time (Kram, 1983). The stronger this bond becomes, the more challenging it is for separation to occur, the third phase of the mentor-mentee relationship.

Phase 3: Separation

Separation is a necessary phase within the mentor-mentee relationship. According to Kram (1983), the goal of separation is to enable the mentee to function independently without close guidance or support from the mentor. Here the relationship is altered, typically in a substantial manner (Kram, 1983).

During the separation phase, the mentee demonstrates what was learned by the mentor and tests his or her ability to function effectively within a new setting. Although the mentee may feel anxiety about his or her ability to perform independently and may want to return to the mentor for support, in time the mentee's self-confidence increases and a sense of autonomy is gained.

As previously mentioned, the cultivation phase can end with feelings of disappointment. When this occurs, the separation phase can leave the mentee feeling abandoned and unprepared. However, when cultivation ends in a strong interpersonal bond and/or friendship, separation typically causes feelings of loss. In this situation, it becomes difficult for both the mentor and the mentee to relinquish major aspects of the relationship.

Clearly, the mentor-mentee relationship goes through a re-assessment and re-evaluation process during the separation phase and begins to take on a less central role in the participant's life. This phase therefore embraces a period of major adjustment. Aspects of the relationship are modified and sometimes lost. This typically leads to a redefinition of the relationship between the mentor and the mentee.

Phase 4: Redefinition

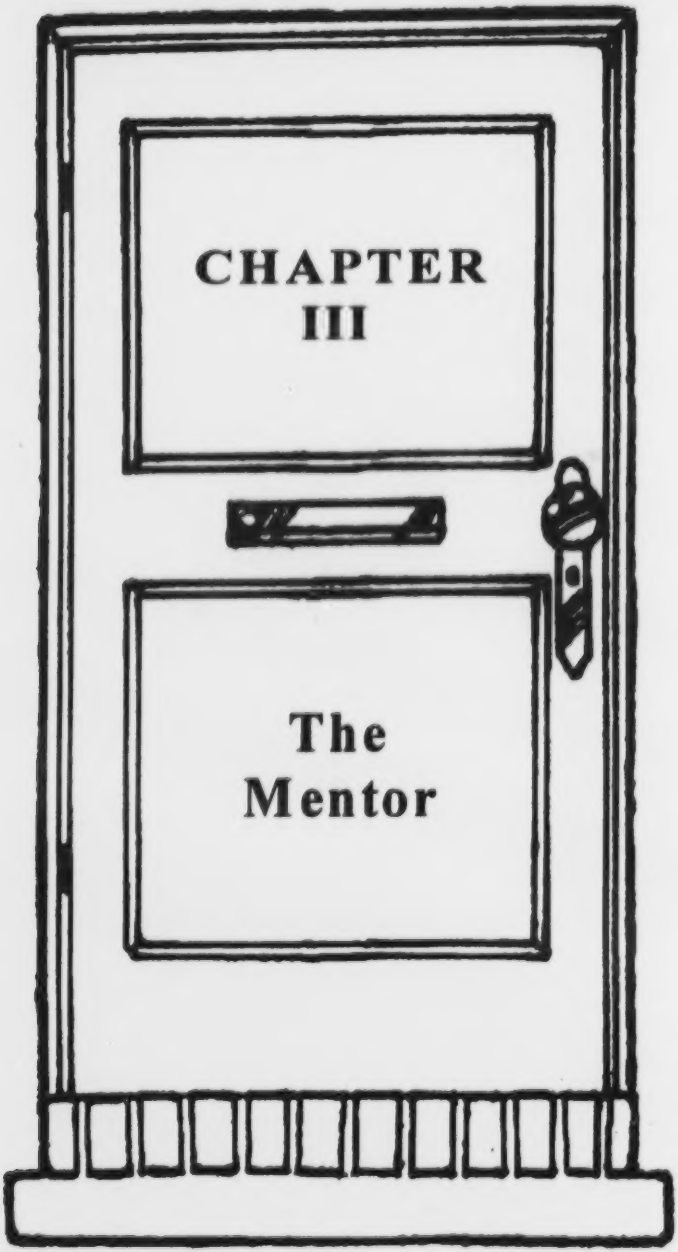
Due to the separation phase, both the mentor and the mentee experience a shift in roles (Kram, 1983). The mentee now feels greater competence, self-confidence, and autonomy and can relate to the mentor in a more peer-like fashion. The mentor now feels a sense of pride at seeing the mentee perform independently and successfully as a result of the mentoring relationship.

Thus, the previous relationship is no longer needed or desired and undergoes a redefinition. The mentee is typically seen as a colleague and not as a subordinate (Kram, 1983). It is not uncommon for the mentee to continue to seek advice from the mentor. This is typically done on an informal basis and in three ways:

1. sponsorship from a distance
2. occasional counseling and coaching
3. ongoing friendship

If the redefinition phase is successful, the mentor leaves the mentoring relationship with a sense of pride and the mentee exits the mentoring relationship with renewed self-confidence.

In conclusion, an effective mentor-mentee relationship requires commitment, time, and support without domination or coercion (Adams & Adams, 1993; Lees, 1996). More importantly, the relationship is an intense socialization experience which can be characterized by a variety of relationships and fulfill a range of developmental functions. Mentoring can serve to embrace or disgrace, support and challenge, discriminate and oppress, encourage creative knowledge or maintain the status quo (Hansman-Ferguson & Garofolo, 1995; Lees, 1996). Thus, by utilizing and understanding the dynamics of the framework outlined by Kram (1983), both the mentor and the mentee can enhance their respective roles in the relationship.


CHAPTER
III
The
Mentor

THE MENTOR

Role

One of the major roles of a mentor in higher education is to assist students in acquiring the skills and protocol necessary to persist. In order to be successful in the world of academia, students need to have confidence in their abilities and also a sense of belonging to the university community. The mentor should help the student develop a strong sense of "self" and a healthy mind-set by assisting with the transition into the field of research (Adams & Adams, 1993).

A Mentor Is:

- the teacher, expert, advocate, leader, sponsor, counselor, and guide in the relationship;
- dedicated to engaging in a successful mentor-mentee relationship;
- willing to communicate in an open and honest manner with the mentee;
- willing to meet and collaborate with the mentee as often as needed;
- concerned with providing technical and psychological support to the mentee;
- caring, respectful, and genuinely interested in the mentee's personal and academic goals;
- committed to providing opportunities and high academic standards that will lead to the mentee's academic success;
- interested in sponsoring and promoting the mentee in high visibility projects;

- able to give sound, constructive, and critical review of the mentee's work, free of judgmental bias;
- self-confident, not egotistical or close-minded; and
- able to celebrate and appreciate the success of the mentee.

A Mentor Is Not:

- utilizing his or her legitimate power to dominate and coerce the mentee personally and/or academically;
- too protective and/or controlling;
- interested in fulfilling personal agendas at the mentee's expense;
- holding the mentee to an ideal vision or standard of performance which is unrealistic and may never be realized;
- prohibiting the growth of the mentee;
- close-minded to alternative solutions to complex problems offered by the mentee; and
- threatened by the mentee's success.

(Adams, 1992; Adams & Adams, 1993; Daresh & Playko, 1989; Lees, 1996)

Mentor Responsibilities

Primarily, the mentor must invest time and resources in developing the academic and personal growth of the mentee. Serving as a mentor involves eight specific responsibilities. In order for the mentor-mentee relationship to be meaningful, worthwhile, and mutually satisfying, the mentor must be *locked* into performing the following eight responsibilities:

- **Advising** - Giving sound, accurate, and relevant advice will ultimately enhance your mentor-mentee relationship. The mentor often provides advice in areas such as planning the academic program, course selection, planning and preparing to take and pass the comprehensive exams, identifying and conducting an original piece of research, and developing, producing, writing, presenting, and successfully defending a thesis or dissertation.

- **Assigning** - Assigning work that is meaningful to the mentee is imperative. Do not assign busy work or work that has no relationship to the mentee's interest, background, or academic training. Try to provide "hands-on" experience that demonstrates the connection between theory and practice.

- **Communicating** - Keeping the lines of communication open between you and the mentee is crucial—an "open door" policy with the mentee is best. You must be a good listener and be able to communicate your message clearly to the mentee. It is a good idea to set up regularly scheduled appointments to discuss progress, as some mentees may be reluctant to ask for help.

- **Counseling** - Providing emotional support to the mentee can greatly enhance the relationship you develop. When the mentoring relationship is strong, counseling and friendship is often extended. However, if the mentee has a serious emotional issue that you feel unqualified or uncomfortable to deal with, you may want to refer your mentee to counseling resources at the university. NEVER betray confidential information.

- **Guiding** - Providing sound, constructive, and critical feedback will guide the student toward more effective and higher levels of performance. Your feedback on the mentee's work should be free of judgmental bias.

- **Modeling** - Demonstrating professionalism and competence on a consistent basis promotes an environment of excellence for the mentee. This modeling of professionalism enhances your ability to demand high standards of academic output from the mentee.

- **Protecting** - Being an advocate and speaking on behalf of the mentee is important, especially when the mentee is unable to speak for him or herself. It may become necessary for you to serve as a buffer between the mentee and a university member who might want to diminish the mentee's performance.

- **Skill Developing** - Assisting the mentee in developing professional skills will lead to a meaningful and productive career, as well as enhance his or her self-confidence and personal identity. These professional skills include but are not limited to: teamwork, time management, follow-through, work ethic, project planning, project implementation, research, study habits, scholarly writing, and public speaking. Sometimes you may need to encourage the mentee to perform difficult tasks such as public speaking, critiquing an article you have written, writing an abstract, or completing a report. However, it is important for you as a mentor to communicate to the mentee the relevance of performing these tasks in that they will lead to greater self-confidence and professional development.

(Adams, 1992; Adams & Adams, 1993; Daresh & Playko, 1989)

MENTOR
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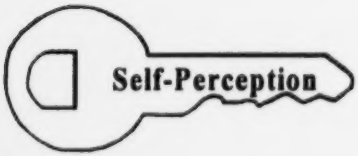
Mentor Empowerment
Activity A: Self-Perception



Your self-perception has tremendous influence over the type of relationship you will have with your mentee. This worksheet is designed to help you discover how you see yourself both academically and personally.

Directions:
Identify at least one strength and one weakness that describes you as a mentor for each skill listed below.

	Strengths	Weaknesses
Ability to:		
1. Communicate:		
2. Resolve Conflict:		
3. Problem Solve:		
4. Motivate Students:		
5. Reinforce Students:		

As a mentor, what can you realistically offer the mentee in terms of the following:

Time commitment (e.g., 1 day/wk, 2 hrs/wk, 3 hrs/mo.)

Resources (e.g., expertise, research related materials, contacts in the field)

Directions:
Rate yourself on the continuum below from "Poor" to "Excellent" in regard to how competent you feel in helping your mentee with the following areas.

Content Knowledge

Poor I----------I Excellent

Scholarly Writing

Poor I----------I Excellent

Research Process

Poor I----------I Excellent

Teaching

Poor I- ----------I Excellent

University Politics - Informal System

Poor I----------I Excellent

University Politics - Formal System

Poor I----------I Excellent

Directions:
Write a paragraph that describes yourself as a mentor based on the above personal profile.

Mentor Empowerment
Activity B: Breaking the Ice

It is your responsibility, as mentor, to "break the ice" with your mentee. Getting to know one another during the preliminary development of the mentor-mentee relationship is key to the future effectiveness of the relationship. Ice-breakers can set a climate, tone and pace for the program, build momentum for the next phase of the relationship, and begin the development of trust between you and the mentee (Eitington, 1984).

Directions:
Have you and your mentee respond to the following open-ended statements. You may add, delete or alter any of the statements to make them more relevant to your situation. Then, meet in an informal setting to share what you both have written.

Getting to Know You Personally
The best time I ever had . . . .
My greatest personal accomplishment . . . .
My most prized possessions . . . .
What I would do if I had one year to live . . . .
My friends would describe me . . . .
My family would describe me . . . .

Getting to Know You Professionally
My first job was . . . .
My greatest professional achievement . . . .
The worst job I ever had . . . .
I most want to be remembered for my work . . . .
The one thing I like most about my current job . . . .
The one thing I like least about my current job . . . .

Mentor Empowerment
Activity C: Mentor Report Card

Effective Mentoring Techniques
A Report Card for Faculty Mentors

Grade yourself with an A, B, C, D, or F as a mentor to undergraduate/ graduate students. An "A" means excellent for that area. An "F" means that you have a lot of work to do.

Did I:

____ Introduce mentee to faculty in the department.

____ Introduce the mentee to key administrators within the college/ school.

____ Teach the mentee survival skills helpful for academic success.

____ Provide feedback on the mentee's self-assessment and targeted career goals.

____ Suggest opportunities for relevant research and training experiences.

____ Share information about the dynamics of formal and informal systems within the institution.

____ Share perceptions about departmental culture and its evolution.

____ Suggest articles, authors, or titles designed to broaden experience base.

____ Share relevant aspects of personal career and resulting lessons learned.

____ Provide coaching on behavior and skills that can facilitate career progress.

____ Make myself available for counseling or professional and personal problems.

____ Share information about how to get things done within the department.

____ Help establish the mentee's scholarly reputation.

____ Provide guidance, coaching, and direction during the research process.

____ Help to prepare the mentee for the milestones that must be met.

____ Help launch the mentee's professional career.

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Mentor Empowerment
Activity D: Expectations

Establishing a framework for the mentor-mentee relationship can be done by laying out the roles, expectations, and desired outcomes early on in the relationship (Adams & Adams, 1993).

Directions:
Reflect on the following questions and answer them truthfully. Your answers will create a foundation for developing the ground rules for your mentor-mentee relationship.

1. a. Why do you want a mentee?

b. Why do you think you are the best mentor for this mentee?

c. What expectations do you have of yourself in this mentoring relationship?

d. What are your expectations, if any, of the mentee in respect to:

➪ research techniques

➪ university teaching

➪ content knowledge in area of major

➪ scholarly writing techniques

e. What problems, if any, do you foresee with this mentee?

2. a. Review the mentor Roles and Responsibilities section of this handbook.
   * Do you agree with what is written?
   * If no, what changes would you like to make?

3. Meet with your mentee.
   a. Discuss the mentor Roles and Responsibilities section.
      * Do you both agree with what is written?
      * If no, what changes would you both like to make?
      * Now, do you agree?
      * Are there any other mentor expectations that have not been mentioned?

b. Discuss the mentee Roles and Responsibilities section.
   * Do you both agree with what is written?
   * If no, what changes would you both like to make?
   * Now, do you agree?
   * Are there any other mentee expectations that have not been mentioned?

Mentor Empowerment
Activity E: Ground Rules

Ground rules must be established and clearly articulated for the mentoring experience to succeed (Adams & Adams, 1993). Utilizing the following guidelines will assist you in establishing effective ground rules with your mentee.

Questions to Ask When Establishing Ground Rules

1. What is to be accomplished?
2. How will it be accomplished?
3. What criteria will be used to measure the outcomes?
4. How will conflict resolution be handled?
5. Are the rules clear and concise?
6. Are all rules agreeable to both parties?

The following Ground Rules have been agreed upon:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

_____
(Mentor)

and

_____
(Mentee)

on

_____
(Date)

Mentor Empowerment
Activity F: Effective Communication

Communicating with your mentee is an essential component of the mentor-mentee relationship. Open and honest communication involves effective assertion. Whether you are praising someone or involved in a conflict, it is important to be assertive versus aggressive in sending your message. The Three Part Assertion Message is one effective communication tool used, especially when you are involved in a conflict. The Three Part Assertion Message involves the following three points:

1. Be specific in describing the behavior you want to point out. It should be an objective statement, not a judgment. Begin with "When you . . ."
   For example: "When you don't complete your assignments on time . . ."

2. Honestly state how you feel about the situation. Typically this is just one word (e.g., angry, frustrated, annoyed). Then say, "I feel . . ."
   For example: "I feel frustrated . . . "

3. Explain how your mentee's behavior affects you. The effect needs to be stated in concrete or tangible terms.
   End by saying "because . . ."
   For example: "Because I lose trust in your ability to complete future assignments that are important to research completion."

   Example of a three part assertion message:
   "When you don't complete your assignments on time, I feel frustrated because I lose trust in your ability to complete future assignments that are important to research completion."

Directions:
Write "When you . . . I feel . . . Because . . ." statements in the table below that you would like to say to your mentee. Then try them out!

The Three Part Assertion Message

1. **When you . . .**

   I feel . . .

   Because . . .

---

2. **When you . . .**

   I feel . . .

   Because

---

3. **When you . . .**

   I feel . . .

   Because . . .

---

4. **When you . . .**

   I feel . . .

   Because . . .

(Bolton, 1979)

Mentor Empowerment
Activity G: Goal Setting

Clarifying boundaries within the mentor-mentee relationship can be accomplished through the process of goal setting. You and your mentee must agree on the goals and who is responsible for completing the particular tasks that lead to the achievement of those goals (Scott, 1992). Be sure to set goals for the following areas:

Content
- knowledge base
- resource access

Process
- study skills (time management, reading, writing)
- research technique
- interpersonal relationships
- emotional/psychological support from your mentee
- sponsorship from mentor

Communication
- speaking
- listening

Directions:
Utilize Scott's (1992) Model when setting goals with your mentee.

1. Have the mentee identify what is important to him or her.

2. Establish clear, realistic goals with the mentee.

3. Brainstorm with your mentee ways to achieve the goals.

4. Plan small, specific, achievable tasks toward the goals.

Directions:
Go back over the tasks and identify below which tasks need to be accomplished first. Then decide who will perform those tasks and by when.

Task:	Who is Responsible:	Completion Date:
1.		
2.		
3.		
4.		
5.		

Mentor Empowerment
Activity H: Collaboration

Inevitably, problems arise during the cultivation phase of the mentee-mentor relationship. Problems can range from unreturned phone calls to how to handle missing data in the research. To solve any problem effectively, six steps can be followed.

Directions:
When faced with a problem, follow the six steps outlined and described below. Use the space provided to fill in the specifics of your problem.

Six Steps of Collaborative Problem Solving*

Step 1: Define the problem in terms of needs, not competing solutions.

To discover *needs* we try to find out why the person desires the solution he or she initially proposed. Once we understand the advantages that solution has for him or her, we have discovered his or her "need."

_____

_____

_____

_____

Step 2: Brainstorm possible solutions.

When brainstorming, you want quantity, not quality. The guidelines to brainstorming are:

- Do not evaluate the ideas as they are presented.
- Do not clarify or seek clarification of the ideas until later.
- Go for zany ideas.
- Expand on each other's ideas.
- List every idea mentioned no matter what.
- Avoid attaching people's names to the ideas they suggest or listing each person's contribution separately.

_____

_____

_____

_____

_____

_____

Step 3: Select the solution(s) that will best meet both parties' needs and check possible consequences.

First, clarify, if necessary, any ideas mentioned. When evaluating the ideas to decide on a solution, the following guidelines are offered:

- *Ask the other what proposed alternatives he or she would favor in the solution of the problem.* Do not eliminate solutions one by one. This consumes needless time and can decrease people's problem solving attentiveness and effectiveness.

- *State which alternatives look best to you.* Make sure your needs get met.

- *See which choices coincide.*

- *Jointly decide on one or more of the alternatives.* Usually, if the needs were well defined from the start, several of the same alternatives will be selected by both people. The solution must be mutually acceptable. Consensus is the key.

- Discuss possible consequences of the solution. Solutions can be ambushed by unforeseen consequences.

Step 4: Plan who will do what, where, and by when.

It is important to write down the plan to remind everyone what was agreed upon.

Step 5: Implement the plan.

Complete your tasks on time. When the other person does not complete task(s) on time, an assertion message, followed by active listening may be appropriate.

Step 6: Evaluate the problem solving process and, at a later date, how well the solution turned out.

Consider the following:

- How each of you felt in general about the process you just went through.
- What each liked most about the process.
- What each liked least about the process.
- Something that bothered you.
- Something that bothered the other.
- Something you wished you hadn't done or said.
- Something the other wishes he or she hadn't done or said.
- What each of you can do better next time.

_____

_____

_____

_____

_____

_____

* The first four steps can occur in one sitting/session. You will find it helpful to begin step 6 at this time, while the problem-solving process is still fresh in your minds. Then it is time for ACTION, step 5! Be sure to follow-up and complete step 6 at an agreed upon date.

(Bolton, 1979, p. 241)

Mentor Empowerment
Activity I: Feedback

As the mentor you need to provide constructive "feedback" to your mentee. Feedback should inform the mentee of the accuracy and appropriateness of his or her performance on assigned tasks. Feedback should NOT be criticism. Be sure your intention is to be helpful, not judgmental. Deal only with behavior that can be changed. There are three types of feedback you can use.

1. Corrective Feedback provides the mentee with information as to whether or not his or her behavior had the intended effects.

2. Confirmatory feedback provides the mentee with information that reinforces desired behaviors, encourages repetition of those behaviors, and communicates that the mentee had the intended effects.

3. Negative feedback provides the mentee with information that discourages behaviors and communicates that the mentee did not have the intended effects.

Directions:
Answer the questions below. Upon completion, you should have a better understanding of the types of feedback and areas of expertise with which you can provide your mentee.

1. Which type of feedback are you most comfortable providing and why?

_____

_____

_____

_____

2. Which type of feedback are you most uncomfortable providing and why?

_____

_____

_____

_____

3. Which areas (e.g., teaching, grammar, publishing), if any, do you feel the mentee would be better receiving feedback on from someone other than yourself?

_____

_____

_____

_____

(Reisberg & Gerlach, 1992, p. 56)

Mentor Empowerment
Activity J: Gratitude

Ways to Express Gratitude

- Send a card to your mentee;
- Send a letter to the Department Chairperson, College, Dean, and University President to promote your mentee;
- Say "Thank-you" and specify why you are thankful; and
- Buy a gift that reflects some aspect of your relationship.

Write three ideas of your own.

1. _____

2. _____

3. _____

Mentor Empowerment
Activity K: Letter of Recommendation

If your mentee does not ask for a letter of recommendation, volunteer to write one.

Let your mentee know how much time you will need to write the letter. Find out from the mentee the focus of the letter (e.g., writing skills, communication skills, research ability). Have the mentee provide three adjectives which describe him or her that can be included in the letter (e.g., dedicated, extremely knowledgeable, patient).

You may want to provide the mentee with the worksheet below to be sure you get the necessary information.

- - - -

Mentor Empowerment
Activity L: Letting Go

Emotions during the separation phase can include:

Frustration	**Achievement**
Fear	**Security**
Disappointment	**Satisfaction**

^^

Complete the following questions.

What emotions are you experiencing during the separation phase of your mentor-mentee relationship?

_____

_____

_____

_____

What aspect of the relationship will be the easiest to let go of?

_____

_____

_____

_____

What aspect of the relationship will be the most difficult to let go of?

What have you learned from your mentee?

Describe how you feel about having your mentee "move on" and why you feel this way.

Mentor Empowerment
Activity M: Keeping in Touch

- Send drafts of work for feedback;
- Send emails updating him or her on how and what you are doing;
- Send notices of local conferences;
- Invite your mentee to come speak to your class, department, university;
- Meet at a national conference;
- Grab a cup of coffee with your mentee at a local cafe;
- Have breakfast, lunch, or dinner together;
- Attend a social or cultural event together;
- Play golf or tennis together;
- Plan a trip together;
- Take a hike in the mountains and bring your mentee back *safely*; and
- Send a card on the mentee's graduation anniversary.

List at least two ways you will "keep in touch" with your mentee.

1. _____

2. _____

MENTOR
Helpful Hints

✓ Actively recruit if you are truly interested in mentoring a student.

✓ Get to know the mentee beyond a superficial level. Set up times to meet and discuss what is happening in the mentee's life. This discussion may include academic matters or personal issues surrounding family, friends, and/or roommates.

✓ Respect the mentee's time by:
a) Showing up on time for scheduled appointments;
b) Giving the mentee your undivided attention (e.g., while meeting with the mentee do not accept phone calls or work on other "tasks").

✓ Help the mentee resolve conflicts and problems that interfere with his or her academic performance. Hold regular meetings to discuss any problems or concerns the mentee may have. NEVER betray confidential information.

✓ Acquaint the mentee with the formal and informal culture/norms of both the university and the department.

✓ Introduce the mentee to other faculty members throughout the university community. This will legitimize the mentee as well as enhance your visibility on campus.

✓ Do not be authoritarian or "preachy."

✓ Do not complete the task(s) FOR the mentee.

✓ Do not arbitrarily limit the mentee's goals and aspirations.

✓ Reinforce the mentee's work and behavior as often as possible.

(Adams & Adams, 1993; Daresh & Playko, 1989)

[The next page offers a list of possible ways to reinforce your mentee.]

MENTOR TO MENTEE REINFORCERS

1. Provide verbal praise.
   - ✓ "Nice work!"
   - ✓ "Great job!"
   - ✓ "Keep up the good work."
   - ✓ "Wow! This is great."
   - ✓ "Fantastic!"
   - ✓ "Wonderful!"
   - ✓ "This is a good start."
   - ✓ "Keep working hard!"
   - ✓ "Fabulous first draft."

2. Suggest and recommend conferences, seminars, workshops, etc.
   - ✓ "I know of an excellent conference that parallels with your research topic."

3. Suggest and recommend appropriate and relevant readings.
   - ✓ There's a wonderful book in the bookstore that would be of enormous help to you and your research. It's called _____."

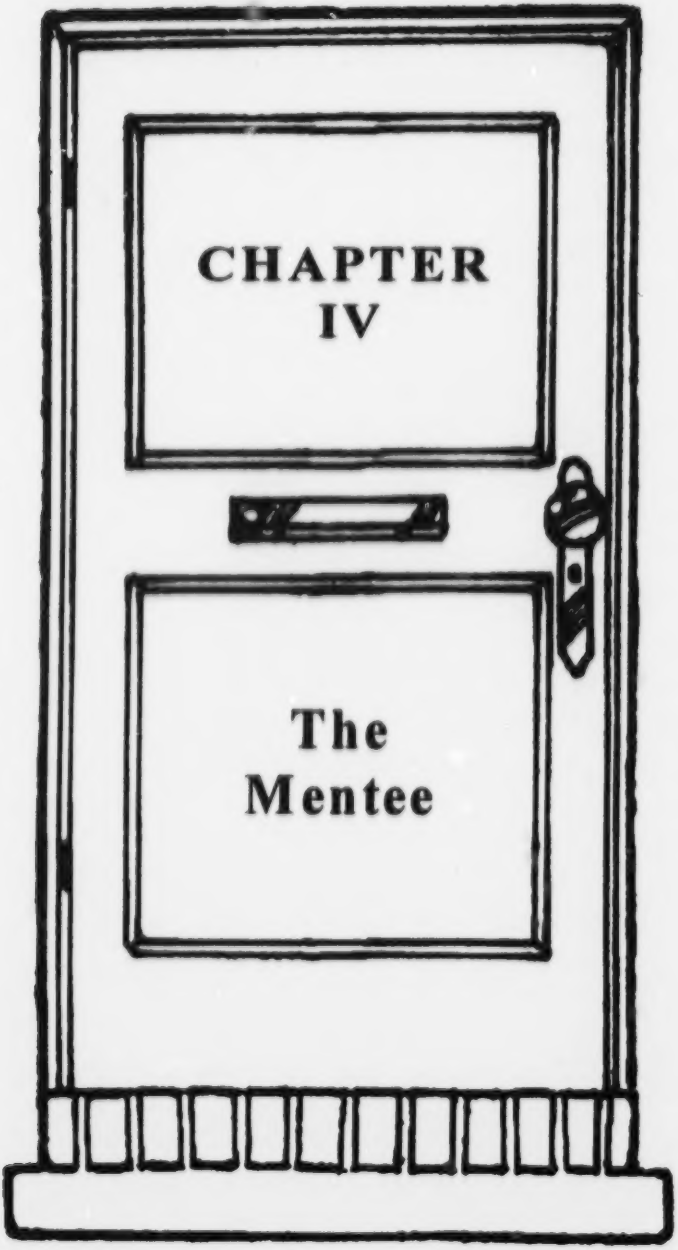
4. Treat the mentee to a cup of coffee, tea, soft drink, etc.
   - ✓ "Let's set up a time to have (lunch, dinner, coffee) and discuss your abstract, findings, problem statement, etc."

5. Suggest publishing the mentee's research, if appropriate.
   - ✓ "You have done some excellent research. Maybe you should consider publishing your research when completed."

6. Invite the mentee over to your home for dinner.
   - ✓ "Let's discuss your goals over dinner at my house."

7. Give feedback regarding the mentee's written work on funny post-it notes.
   - ✓ "This research section is written very nicely. I like the way it flows and integrates your ideas."

8. Recognize and praise the mentee's outstanding performance.
   - ✓ "Your presentation was superb! You were clear, articulate, and entertaining. BRAVO!"


CHAPTER
IV
The
Mentee

THE MENTEE

Role

Once initiated, the mentoring relationship will only evolve and flourish into a meaningful alliance if the mentee utilizes the experience and expertise of the mentor properly. In order for the mentee to realize the greatest benefits from this relationship, the mentee must be committed and adhere to certain basic criteria listed below (Adams & Adams, 1993).

A Mentee Is:

- the student, learner, pupil, and protégé in the relationship;
- clear about his or her own values and beliefs;
- knowledgeable and committed to being a full-time, serious student;
- an excellent listener with a positive attitude;
- dedicated to maintaining a sense of humor, taking the initiative, and learning from the experience;
- willing to seek opportunities for academic success by learning and developing research and professional skills;
- clear about his or her expectations of the mentor;
- interested in having a meaningful and worthwhile relationship with a mentor;
- open and straight forward when communicating with the mentor;
- able to develop and establish realistic, timely, and obtainable goals with the mentor; and
- willing to be flexible, mature, and responsive to the requests of the mentor.

A Mentee Is Not:

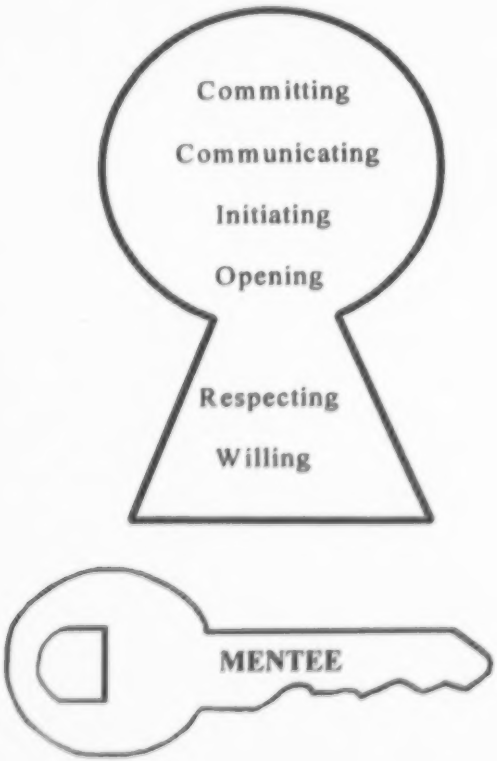
- too dependent on the mentor;
- trying to become a "carbon copy" of the mentor;
- idolizing the mentor;
- defensive when given advice and/or constructive feedback;
- disrespectful of the privileges provided by the mentor;
- unprepared or discourteous of deadlines; and
- afraid to accept a task that might seem difficult.

(Adams, 1992; Adams & Adams, 1993; Daresh & Playko, 1989)

MENTEE RESPONSIBILITIES

Primarily, the mentee must demonstrate respectful, trustworthy behavior and come into the mentoring situation with knowledge, skills, attitudes, and values that support the relationship. Indeed, you are a partner in the learning process and have an important set of responsibilities that must be brought to the mentor-mentee relationship.

Being a mentee involves six specific responsibilities. These responsibilities will help guide you throughout the mentoring process by giving you a sense of what you are supposed to do. In order for the mentor-mentee relationship to be meaningful, worthwhile, and mutually satisfying, the mentee must be *locked* into performing the following six responsibilities:



➳ **Committing** - Demonstrate your commitment by being a serious student. Produce scholarly work, submit assignments on time, and follow through on suggested plans and activities. Going beyond established minimal levels of performance will further enhance your experience.

The potential for learning within the mentor-mentee relationship is maximized with high levels of commitment from both the mentor and the mentee. However, in order to achieve the maximum benefits of the mentoring relationship, you must value the relationship as an effective means for learning. The relationship will not serve you well if you truly do not believe in mentoring as a method of learning. You must be committed to doing your part in making the mentor-mentee relationship meaningful.

➳ **Communicating** - Articulate your personal values and beliefs early on in the relationship. It is important to communicate with your mentor in an open and honest fashion. Be assertive, not aggressive or offensive when making your needs known. Communicate with your mentor by seeking advice, asking questions, and/or expressing your concerns. Additionally, keep your mentor informed of progress, conflicts, and/or achievements.

➳ **Initiating** - Take the initiative to find a mentor that best suits your needs. Your ability to demonstrate initiative, to develop your own self-potential, and to be resourceful will greatly enhance your academic experience. Be self-directed in completing your program of study and your research project. Get to know other people around you (e.g., faculty, staff, students) who will be supportive. Relying on your mentor exclusively can limit your perspective; therefore, ask other professionals the same questions. By obtaining the knowledge and opinions of others, you will develop a greater sense of "self" as well as insightfulness of those around you.

➳ **Opening** - Be open-minded when working with your mentor. A positive, objective, and non-defensive attitude is critical for the mentee. Open your mind and be receptive to the advice, suggestions, and counsel of your mentor, colleagues, and others. Be openly enthusiastic about the domain in which you are working and your personal involvement in the plan to accomplish your goals. Do not take criticism

personally! Even during the most difficult times of the relationship, try to have a sense of humor.

➳ **Respecting** - Respect your mentor's time by showing up for scheduled appointments prepared and on time. Do not abuse privileges. Keep your focus on the task(s) outlined by the mentor. Carry out agreed upon goals/tasks and meet established deadlines.

➳ **Willing** - Be willing to work harder than you have ever worked before. In addition, be willing to work with and learn from your peers, and when necessary, be willing to admit a lack of knowledge in a particular area. By working hard you will gain self-confidence/ self-esteem, understand the formal and informal procedures of the university and department, receive advice on career and life goals, improve research skills, and improve career/professional opportunities. A strong will to survive, succeed, and excel can only serve to open doors for your professional and personal future.

(Adams & Adams, 1993; Daresh & Playko, 1989; Daresh & Playko, 1995)

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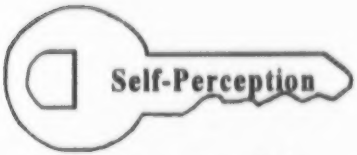
Mentee Empowerment
Activity N: Self-Perception



Your self-perception has tremendous influence over the type of relationship you will have with your mentor. This worksheet is designed to help you discover how you see yourself both academically and personally.

Directions:
Identify at least one strength and one weakness for each of the areas listed below.

	Strengths	Weaknesses
1. Knowledge Base: • major subject area • contacts in the field • university politics • study skills		
2. Reading: • textbooks • research articles • books related to major area of study		
3. Scholarly Writing: • research/term paper • abstracts • literature review • annotated bibliography • opinion paper		

	Strengths	Weaknesses
4. Conducting Research: • research questions • sampling • methodology • data analysis		
5. Interpersonal Relationships: • with peers • with faculty • with authority figures • with colleagues		
6. Communication: • verbal/speaking skills • listening skills		
7. Asking for Support From: • family • friends • mentor/advisor • faculty • authority figures		

Directions:
Reflect on your personal profile identified above and rate your level of self-confidence from "Low" to "High" on each continuum below.

Knowledge in Major Subject Area

Low I----------I High

Reading Textbooks and Articles

Low I----------I High

Scholarly Writing

Low I----------I High

Conducting Research

Low I----------I High

Interpersonal Relationships

Low I----------I High

Communication Skills

Low I----------I High

Asking for Support

Low I----------I High

Directions:
Make a list of motivators for your personal and professional life in the table below.

Motivators	
Personal Life	Professional Life

Directions:
Write a descriptive paragraph about yourself based on your above personal profile.

Mentee Empowerment
Activity O: Choosing a Mentor

Choosing a Mentor - Checklist

Does the professor have the time or interest needed to take you on as a mentee?

Prospect #1	**Prospect #2**	**Prospect #3**
Yes___ No___	Yes___ No___	Yes___ No___

Is the prospective mentor's demeanor (personality, body language, etc.) appealing and comfortable for your academic style and needs?

Prospect #1	**Prospect #2**	**Prospect #3**
Yes___ No___	Yes___ No___	Yes___ No___

Does the mentor have ongoing research activities in the area of your research interest?

Prospect #1	**Prospect #2**	**Prospect #3**
Yes___ No___	Yes___ No___	Yes___ No___

Have former undergraduate/graduate students of the professor had good experiences in their program of study?

Prospect #1	**Prospect #2**	**Prospect #3**
Yes___ No___	Yes___ No___	Yes___ No___

Are there sufficient research grants/projects available under the direction of the professor for you to find a suitable research area for a research topic?

Prospect #1	**Prospect #2**	**Prospect #3**
Yes___ No___	Yes___ No___	Yes___ No___

Does the professor supervise appropriate space and laboratory equipment for you to have adequate space and equipment?

Prospect #1	**Prospect #2**	**Prospect #3**
Yes___ No___	Yes___ No___	Yes___ No___

Are there assistantship dollars available to support you as a student until you complete your program?

Prospect #1	Prospect #2	Prospect #3
Yes___ No___	Yes___ No___	Yes___ No___

Does the professor anticipate being at the university during the entire period of your mentor-mentee relationship?

Prospect #1	Prospect #2	Prospect #3
Yes___ No___	Yes___ No___	Yes___ No___

Does the professor exhibit the ability to communicate openly, clearly, and effectively?

Prospect #1	Prospect #2	Prospect #3
Yes___ No___	Yes___ No___	Yes___ No___

Does the professor have personal research papers, articles, books, etc. that you might review to gain additional insight into his/her research area?

Prospect #1	Prospect #2	Prospect #3
Yes___ No___	Yes___ No___	Yes___ No___

^^

Some questions to ask when discussing with others your prospective mentor list:

Does the professor have a history of giving proper attention to the mentee who serves under his/her guidance?

Prospect #1	Prospect #2	Prospect #3
Yes___ No___	Yes___ No___	Yes___ No___

Among the faculty and university community, is this professor respected for his/her research, writing, publications?

Prospect #1	Prospect #2	Prospect #3
Yes___ No___	Yes___ No___	Yes___ No___

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Mentee Empowerment
Activity P: Report Card

Effective Mentoring Techniques:
A Report Card for Mentees

Grade yourself with an A, B, C, D, or F as a mentee with university faculty and/or staff mentors. An "A" means excellent for that area. An "F" means that you have a lot of work to do.

Did I:

_____ Introduce myself to my chosen mentor and express a desire of becoming a mentee.

_____ Communicate clearly to my mentor my research interests, goals, and objectives.

_____ Accept constructive feedback from my mentor with a positive attitude regarding my writing and research skills.

_____ Schedule frequent meetings with my mentor to ensure assignments were accurately completed.

_____ Provide my mentor with completed assignments on time.

_____ Allow my mentor adequate time to read, edit and comment on written research assignments.

_____ Share the desire to attend professional and/or organizational conferences with my mentor.

_____ Provide sufficient time for developing a personal relationship with my mentor.

_____ Share personal fears regarding my research skills (e.g., literature review, methodology, data analysis).

_____ Allow my mentor to provide me with research training and experiences.

_____ Communicate my need for learning the formal and informal dynamics of the university system.

_____ Express a desire to be coached and guided through the research process by my mentor.

_____ Ask questions that were specific to my research, academics, graduate school, and/or career.

_____ Express a desire to collaborate on research projects with my mentor.

_____ Demonstrate appreciation of my mentor through notes, phone calls, email, and "warm fuzzies."

Developed by: Kimberly A. Lees, Ed.D.

Mentee Empowerment
Activity Q: Expectations

Establishing a framework for the mentor-mentee relationship can be done by laying out the roles, expectations and desired outcomes early on in the relationship (Adams & Adams, 1993).

Directions:
Rank the areas below that you want to learn from your mentor (1 being the area of highest interest).

_____ research techniques
_____ university teaching
_____ content knowledge in area of major
_____ scholarly writing techniques
_____ university policy and politics
_____ resources in my field of study
_____ other (specify) _____
_____ other (specify) _____
_____ other (specify) _____

Directions:
Reflect on the following questions and answer them truthfully. Your answers will create a foundation for developing the ground rules for your mentor-mentee relationship (see Activity R).

a. Why do you want a mentor?

_____

_____

_____

b. Why do you think this person would be a good mentor for you?

_____

_____

_____

c. What are <u>your expectations</u> of your mentor in respect to:

➪ amount of time needed

_____

_____

_____

➪ types and amount of support needed

_____

_____

_____

➪ skills you expect to gain

_____

_____

_____

➪ the mentor-mentee relationship

_____

_____

_____

➪ other

_____

_____

_____

_____

d. What problems, if any, do you foresee with this prospective mentor?

_____

_____

_____

3. Review the mentee's Roles and Responsibilities section of this handbook.

   * Do you agree with what is written?
   * If no, what changes would you like to make?

_____

_____

_____

4. Meet with your mentor.
   a. Discuss the mentee's Roles and Responsibilities section.
      * Do you both agree with what is written?
      * If no, what changes would you both like to make?
      * Now, do you agree?
      * Are there any other expectations the mentor might have of you that have not been mentioned?

_____

_____

   b. Discuss the mentor's Roles and Responsibilities section.
      * Do you both agree with what is written?
      * If no, what changes would you both like to make?
      * Now, do you agree?
      * Are there any other expectations *you* have of the mentor that have not been mentioned?

_____

_____

_____

Mentee Empowerment
Activity R: Ground Rules

Ground rules must be established and clearly articulated for the mentoring experience to succeed (Adams & Adams, 1993). Utilizing the following guidelines will assist you in establishing effective ground rules with your mentor.

Questions to Ask When Establishing Ground Rules

1. What is to be accomplished?
2. How will it be accomplished?
3. What criteria will be used to measure the outcomes?
4. How will conflict resolution be handled?
5. Are the rules clear and concise?
6. Are all rules agreeable to both parties?

The following Ground Rules have been agreed upon:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

_____

(Mentor)

and

_____

(Mentee)

on

_____

(Date)

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Mentee Empowerment
Activity S: Effective Communication

Communicating with your mentor is an essential component of the mentor-mentee relationship. Open and honest communication involves effective assertion. Whether you are praising someone or involved in a conflict, it is important to be assertive versus aggressive in sending your message. The Three Part Assertion Message is one effective communication tool used, especially when you are involved in a conflict. The Three Part Assertion Message involves the following three points:

1. Be specific in describing the behavior you want to point out. It should be an objective statement, not a judgment. Begin with "When you . . ."
   For example: "When you take phone calls during our *scheduled* meetings . . ."

2. Honestly state how you feel about the situation. Typically this is just one word (e.g., angry, frustrated, annoyed). Then say, "I feel . . ."
   For example: "I feel unimportant . . ."

3. Explain how your mentor's behavior affects you. The effect needs to be stated in concrete or tangible terms. End by saying "because . . ."
   For example: "Because my time is wasted while I wait for you . . ."

Example of a three part assertion message:
"When you take phone calls during our *scheduled* meetings, I feel unimportant because my time is wasted while I wait for you."

Directions:
Write "When you . . . I feel . . . Because . . ." statements in the table below that you would like to say to your mentor. Then try them out!

The Three Part Assertion Message

1. **When you . . .**

   I feel . . .

   Because . . .

---

2. **When you . . .**

   I feel . . .

   Because . . .

---

3. **When you . . .**

   I feel . . .

   Because . . .

---

4. **When you . . .**

   I feel . . .

   Because . . .

(Bolton, 1979)

Mentee Empowerment
Activity T: Goal Setting

Clarifying boundaries within the mentor-mentee relationship can be accomplished through the process of goal setting. You and your mentor must agree on the goals and who is responsible for completing the particular tasks that lead to the achievement of those goals. Be sure to set goals for the following areas:

Content
- knowledge base
- resource access

Process
- study skills (time management, reading, writing)
- research technique
- interpersonal relationships
- emotional/psychological support from your mentor
- sponsorship from mentor

Communication
- speaking
- listening

Directions:
Utilize Scott's (1992) Model when setting goals with your mentor.

1. Identify what is important to you before meeting with your mentor.

_____

_____

_____

_____

_____

2. Establish clear, realistic goals with the mentor.

_____

_____

_____

_____

_____

3. Brainstorm with your mentor ways to achieve the goals.

_____

_____

_____

_____

_____

4. Plan small, specific, achievable tasks toward the goals with your mentor.

_____

_____

_____

_____

_____

Directions:
Go back over the tasks and identify below which tasks need to be accomplished first. Then decide who will perform those tasks and by when.

Task:	Who is Responsible:	Completion Date:
1.		
2.		
3.		
4.		
5.		

Mentee Empowerment
Activity U: Collaboration

Inevitably, problems arise during the cultivation phase of the mentee-mentor relationship. Problems can range from unreturned phone calls to how to handle missing data in the research. To solve any problem effectively, six steps can be followed.

Directions:
When faced with a problem, follow the six steps outlined and described below. Use the space provided to fill in the specifics of your problem.

Six Steps of Collaborative Problem Solving*

Step 1: Define the problem in terms of needs, not competing solutions.

To discover *needs* we try to find out why the person desires the solution he or she initially proposed. Once we understand the advantages that solution has for him or her, we have discovered his or her "need."

_____

_____

_____

_____

_____

_____

Step 2: Brainstorm possible solutions.

When brainstorming, you want quantity not quality. The guidelines to brainstorming are:

- Do not evaluate the ideas as they are presented.
- Do not clarify or seek clarification of the ideas until later.
- Go for zany ideas.
- Expand on each other's ideas.
- List every idea mentioned no matter what.
- Avoid attaching people's names to the ideas they suggest or listing each person's contribution separately.

_____

_____

_____

_____

_____

_____

Step 3: Select the solution(s) that will best meet both parties' needs and check possible consequences.

First, clarify, if necessary, any ideas mentioned. When evaluating the ideas to decide on a solution, the following guidelines are offered:

- *Ask the other what proposed alternatives he or she would favor in the solution of the problem.* Do not eliminate solutions one by one. This consumes needless time and can decrease people's problem solving attentiveness and effectiveness.

- *State which alternatives look best to you.* Make sure your needs get met.

- *See which choices coincide.*

- *Jointly decide on one or more of the alternatives.* Usually, if the needs were well defined from the start, several of the same alternatives will be selected by both people. The solution must be mutually acceptable. Consensus is the key.

- Discuss possible consequences of the solution. Solutions can be ambushed by unforeseen consequences.

Step 4: Plan who will do what, where, and by when.

It is important to write down the plan to remind everyone what was agreed upon.

Step 5: Implement the plan.

Complete your tasks on time. When the other person does not complete task(s) on time, an assertion message, followed by active listening, may be appropriate.

Step 6: Evaluate the problem solving process and, at a later date, how well the solution turned out.

Consider the following:

- How each of you felt in general about the process you just went through.
- What each liked most about the process.
- What each liked least about the process.
- Something that bothered you.
- Something that bothered the other.
- Something you wished you hadn't done or said.
- Something the other wishes he or she hadn't done or said.
- What each of you can do better next time.

_____

_____

_____

_____

_____

_____

* The first four steps can occur in one sitting/session. You will find it helpful to begin step 6 at this time, while the problem-solving process is still fresh in your minds. Then it is time for ACTION, step 5! Be sure to follow-up and complete step 6 at an agreed upon date.

(Bolton, 1979, p. 241)

Mentee Empowerment
Activity V: Feedback

As the mentee you need to be open to all kinds of "feedback" from your mentor. Feedback should inform you of the accuracy and appropriateness of your performance on assigned tasks. However, your mentor's feedback may sometimes sound more like criticism than feedback. When receiving feedback, it will help to keep the following principles in mind:

- Be specific when asking for feedback from your mentor.
- Do not act defensively or rationalize the behavior.
- Summarize your understanding of the feedback that you receive.
- Let your mentor know your thoughts and feelings about the type of feedback he or she provides. Think of it as feedback on the feedback!!
- Use "I" statements when talking about your own perceptions and emotions regarding the feedback.

Directions:
Answer the questions below.

1. In what areas would you like to receive feedback from your mentor?

_____

_____

_____

_____

2. What do you like about the feedback you received from your mentor?

_____

_____

_____

_____

3. Is there anything you did not like about your mentor's feedback?

_____

_____

_____

_____

(Reisberg & Gerlach, 1992, p. 56)

Mentee Empowerment
Activity W: Gratitude

Ways to Express Gratitude

- Send a card to your mentor;
- Send a letter to the Department Chairperson, College, Dean, and University President;
- Say "Thank-you" to your mentor and specify why you are thankful;
- Buy a gift for your mentor that reflects some aspect of your mentor-mentee relationship; and
- Offer to be your mentor's house, child, or animal sitter.

Write three ideas of your own.

1. _____

2. _____

3. _____

Mentee Empowerment
Activity X: Letter of Recommendation

1. Ask your mentor for a letter of recommendation.

2. Assist your mentor by providing necessary information. (Complete the section below).

3. Give your mentor plenty of time to write the letter.

4. Once you have been hired, thank your mentor for the recommendation and tell him or her about your new position!!

Who is the letter going to:

Name _____

Address _____

_____

Town _____ State ____ Zip _____

The position you are applying for: _____

Three adjectives that describe yourself:

1. _____
2. _____
3. _____

Any other information you want included in the letter:

_____

_____

Mentee Empowerment
Activity Y: Letting Go

Emotions during the separation phase can include:

Frustration	**Achievement**
Fear	**Security**
Disappointment	**Satisfaction**

^^^

What aspect of the relationship will be the most difficult to let go of?

What have you learned from your mentor?

Describe how you feel about "moving on" and why you feel this way.

Mentee Empowerment
Activity Z: Keeping in Touch

- Send drafts of work for feedback;
- Send emails updating him or her on how and what you are doing;
- Send notices of local conferences;
- Invite your mentor to come speak to your class, department, university;
- Meet at a national conference;
- Have lunch (if nearby);
- Attend a social event together;
- Play golf or tennis together;
- Plan a trip together;
- Take a hike in the mountains and bring your mentor back *safely*; and
- Call to say you are alive and surviving!!

List at least two ways you will "keep in touch" with your mentor.

1. _____

2. _____

MENTEE
Helpful Hints

- ✓ Get to know your potential mentor by contacting other students, recent graduates, or other persons outside your department who know this faculty/staff member and whose opinions you respect.
- ✓ Seek and accept the advice of your mentor in planning your program of study.
- ✓ Don't interpret critical review of your performance or progress as a personal attack.
- ✓ Be prepared and on time for scheduled meetings with your mentor to maximize your appointment time.
- ✓ Treat graduate school as graduate work. Graduate study is an undertaking that requires total commitment of time and effort. Let your mentor know that you take your studies seriously.
- ✓ Never get involved in negative departmental politics. You are not there to change the world, but rather to get the degree and get on with your life!
- ✓ Never "play" your mentor against other faculty members.
- ✓ Beware of mentors who are heavily involved with the internal politics of the university, who focus only on surviving the system and increasing their personal status within the organization.
- ✓ Reinforce your mentor's supportive behavior, both technically and psychologically, and behavior which contributes to your success.

(Adams & Adams, 1993; Daresh & Playko. 1989)

[The next page offers a list of possible ways to reinforce your mentor.]

MENTEE TO MENTOR REINFORCERS

1. Provide verbal praise.
   - ✓ "Your feedback/input really helped me a lot."
   - ✓ "Thanks for taking time to explain this to me."
   - ✓ "I enjoyed reading your work about _____."
   - ✓ "Your presentation at the conference was top notch."

2. Bring in a flower, a favorite snack, or a homemade sweet.
   - ✓ "Have a daisy of a day!"

3. Send a thank-you note.
   - ✓ "Just a note to thank you for _____."

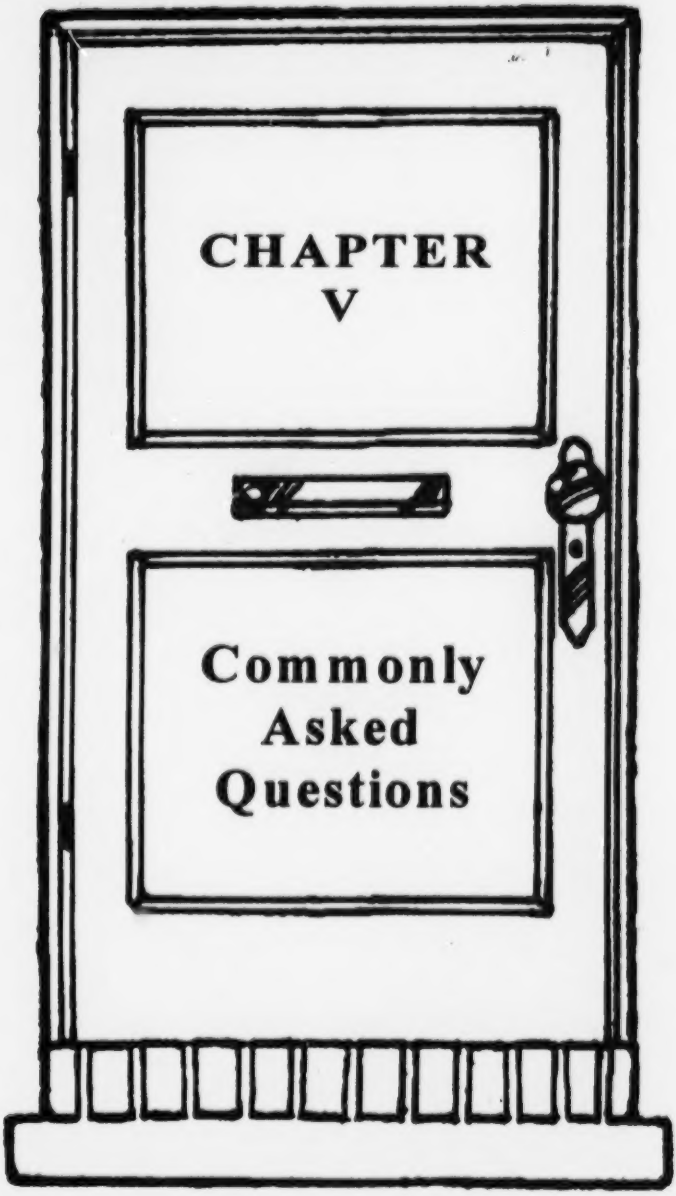
4. Pack a picnic basket and/or invite your mentor to lunch and use your student discount!
   - ✓ "I'd like to discuss some research ideas with you. Would you like to have lunch?"

5. Acknowledge your mentor in public.
   - ✓ Smile and say, "Hi, Dr. _____."

6. Call and leave a message on voice mail.
   - ✓ "Just called to let you know I'll be available next Monday, Wednesday, or Thursday afternoon to meet with you about my first draft."

7. Send a riddle, joke, or funny story through email.
   - ✓ "Why is it that when you transport something by car, it's called a shipment, but when you transport something by ship it's called cargo?"
   - ✓ "You know that little indestructible black box that is used on planes; why can't they make the whole plane out of the same substance?"

8. Ask your mentor about something going on in his/her professional or personal life.
   - ✓ "So how's the new house, latest research project, family, university committee meeting, recent conferences attended, etc?"


CHAPTER
V
Commonly
Asked
Questions

COMMONLY ASKED QUESTIONS

Mentor Questions

By using the empowerment activities and by following the helpful hints suggested in this handbook, you should now have a clearer understanding about the mentor-mentee relationship. However, since both the mentor and the mentee come into the relationship as unique individuals, there may be common questions that arise that can only be answered on an individual basis. Therefore, the following are provided to help you understand what questions other mentors like yourself have regarding the mentor-mentee relationship. Possible solutions are provided.

1. How should a mentor confront a mentee who doesn't behave as though she or he wants to participate in a mentoring relationship?

   The mentor should ask the mentee whether he or she desires a mentor-mentee relationship. Be open to the mentee's response and reasons why he or she does not want to continue the relationship. Allow the mentee to dissolve the relationship if he or she chooses.

2. How should a mentor respond to a mentee when s/he is not prepared with the agreed upon written material by the next scheduled meeting?

   The mentor should be open and honest regarding the mentee's lack of responsibility and disrespect of the mentor's time. Ask the mentee if there are certain issues/conflicts in his or her personal/student work-life that are limiting the timely completion of the research preparation. As a mentor, you can also be instrumental in helping the mentee become a more organized researcher.

3. How much time is considered enough time for a mentee who desires constant attention by the mentor?

   The mentor should provide the mentee with how much time he or she will be available during the upcoming semester. Goals should be agreed upon

and written down so that the mentor and mentee know up front what is expected from each other. This will hopefully alleviate a mentee who requires constant attention.

4. What is the best method or approach for a mentor to delineate the steps involved for a research paper/project?

   The mentor should determine the research level and experience of the mentee. Based on the mentee's research skills, the mentor can assign research steps accordingly. The mentor should encourage the mentee to be an active member when delineating the research process.

5. How does a mentor give back ownership of the research paper/ project to the mentee?

   After providing the mentee with research advice, the mentor should encourage the mentee to search for alternative research methods, problems, topics, and/or analysis. The mentor should support and encourage the mentee's research ownership by being open to the mentee's ideas, passions, and research alternatives.

6. What are ways a mentor can enhance a mentee's self-confidence throughout the mentoring relationship?

   The mentor can enhance the mentee's self-confidence by providing academic and personal support to the mentee through sponsorship, coaching, acceptance and confirmation. Academic support enhances the mentee's educational knowledge and skills while the personal support reaffirms the mentee as a person and scholar (Lees, 1996).

7. How should a mentor respond to a mentee who has not met the expectations agreed upon at the beginning of the mentor-mentee relationship?

   The mentor should review with the mentee the agreed upon goals that were established initially and discuss ways to improve on accomplishing these goals. Possibly, breaking the goals up into smaller steps could alleviate

stress and frustrations that accompany the mentee when trying to meet unrealistic expectations (see Mentor Empowerment Activity G - Goal Setting).

8. What are some ways a mentor can provide constructive feedback regarding a mentee's research paper/project?

   The mentor first must determine what types of feedback he or she feels comfortable providing the mentee with (see Mentor Empowerment Activity I - Feedback). The mentor should also determine which areas of expertise he or she has in order to provide accurate feedback to the mentee. Writing corrections on the research paper and/or writing out corrections/remarks on a separate page would help provide insight for the mentee as to what areas need to be revised.

9. How does the mentor deal with personality conflicts within the mentoring relationship?

   The mentor should determine if the personality conflicts are becoming detrimental to the mentoring relationship. If the mentor feels they are, then he or she must advise the mentee of the situation and try to find the source of the conflicts. If the conflicts continue and cannot be resolved, the mentor should consider dissolving the relationship and/or refer the mentee to someone else.

10. How far should a mentor go in providing research questions, articles, methodology, etc. for the mentee's research paper/project?

    The mentor, being a coach and guide for the mentee, should empower the mentee by providing helpful advice, as well as refer the mentee to the appropriate sources. The mentor should encourage the mentee to have full ownership of the research, yet continue to guide him or her as obstacles and barriers become overwhelming or frustrating.

COMMONLY ASKED QUESTIONS

Mentee Questions

By using the empowerment activities and by following the helpful hints suggested in this handbook, you should now have a clearer understanding about the mentor-mentee relationship. However, since both the mentor and the mentee come into the relationship as unique individuals, there may be common questions that arise that can only be answered on an individual basis. Therefore, the following are provided to help you understand what questions other mentees like yourself have regarding the mentor-mentee relationship. Possible solutions are provided.

1. How do I know when a faculty mentor is the "right" mentor for me?

   Research indicates that mentors are chosen based on common values, similar interests, and previous relationships (Lees, 1996). Choose your mentor accordingly.

2. What different characteristics do I look for in a mentor?

   Do a self-evaluation to determine what your needs and expectations are for a mentor. Then choose someone who will meet or exceed them.

3. What should I do if I can't find a mentor in my field of study?

   Identify faculty from courses you have taken that you felt comfortable with. Make appointments with those faculty to discuss the possibility of mentoring.

4. Are male mentors as nurturing and empathetic as female mentors and visa versa?

   Yes, research shows that gender does not dictate a mentor's ability to be caring, nurturing, and empathetic (Lees, 1996).

5. How will I know if a particular mentor is sensitive to my ethnicity and cultural values?

   You will have to ask the prospective mentor open and honest questions regarding his or her stand on ethnicity and cultural values as it relates to mentoring.

6. How can I learn to communicate with my mentor when I am shy and don't feel comfortable opening up?

   Communication is a skill that must be learned. Try to share these needs with your mentor as they arise. If you trust your mentor, you should be able to voice these fears in a safe environment.

7. What should I do if my mentor does not agree with my choice of a research topic?

   Share with your mentor the reasons this research topic is important to you. Be open to your mentor's response. Try to collaborate, if possible, on a topic that you both are interested in.

8. How should I handle my mentor's lack of availability during the academic year and/or summer?

   Approach your mentor about his or her lack of availability. Ask your mentor if being available for mentoring will continue to pose a problem based on the mentor's upcoming schedule. If so, you might want to reconsider who should serve as your mentor. Remember, your mentor's availability is the core element in building a meaningful mentoring relationship.

9. **How should I talk to my mentor about problems I am personally facing at home or work that are inhibiting my research performance?**

   The relationship you build with your mentor should revolve around trust and confidentiality. Try to share with your mentor your personal and work-related problems/conflicts that are inhibiting your research performance. Be open to your mentor's advice and wisdom. Your mentor might be willing to impart his or her own experiences that identifies with yours to help alleviate your frustrations and research loneliness.

10. **What if I do not like my mentor's suggestions or feedback about my research?**

    You as a mentee are not obligated to use your mentor's feedback. However, it is highly encouraged that you take into consideration your mentor's suggestions, as well as try to find other faculty and/or peers who would be willing to edit your work and provide additional feedback.

UNIVERSITY SUPPORT

The following information is provided to help both the mentor and mentee utilize more fully available university support and resources in developing a more meaningful relationship within an academic setting.

Support

- Financial for research and conference travel;
- Food related events; and
- Networks and support groups.

Opportunities

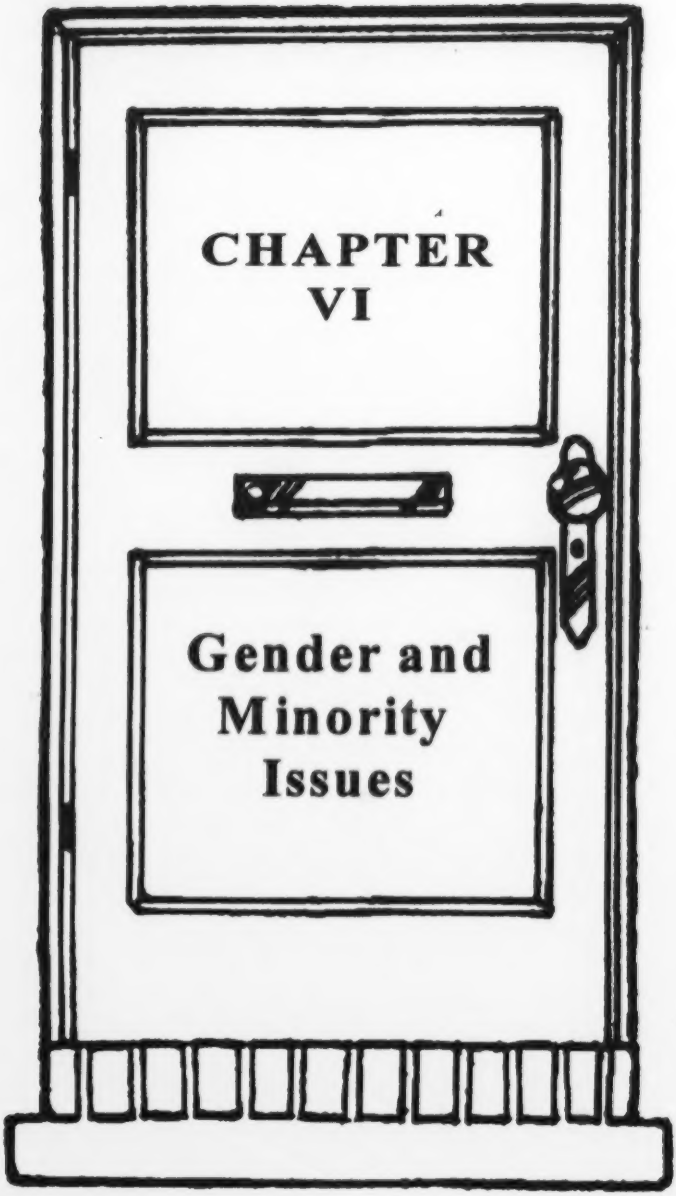
- Hold an on-campus research symposium highlighting collaborative research projects between mentors and mentees;
- Research day - student work is highlighted for developing presentation skills, communication skills, and self-confidence.

Offer Free Workshops

- The Mentor/Mentee Relationship;
- Incorporating Positive Reinforcement within the Mentor/Mentee Relationship;
- Conflict Resolution;
- Scholarly Writing;
- Using Technology for Presentations;
- Effective Communication Skills; and
- Stress Management.

Recognition

- Awards Banquets - celebrating the mentor's and mentee's academic accomplishments;
- Newsletters - e.g., UNC Report, Communiqué, Monday Morning in McKee; and
- Hallway Display Cases - depict mentors and mentees working together. This could include showcasing papers presented, publications, current research, and/or a pictorial display of conferences attended, working in the field, etc.


CHAPTER
VI
Gender and
Minority
Issues

GENDER AND MINORITY ISSUES IN MENTORING

Women and minorities often do not receive the psycho-social grounding and career advancement assistance traditionally provided by mentors (Moody, 1996). Not enough women and minority mentors and role models exist in higher education (Moody, 1996). This lack of role models in academia creates an unlevel playing field for women and minorities (Hansman-Ferguson & Garofolo, 1995). Moreover, some women and minority students do not feel entitled to have a mentor (Moody, 1996). The bottom line, however, is that ALL students are entitled to a mentor if a mentor is desired.

Gender Issues

Significant differences between male mentee and female mentee experiences have been reported. One study revealed that female mentees were given less opportunities for professional growth, present less often with faculty members, and were given less acknowledgement for their accomplishments as students (Hansman-Ferguson & Garofolo, 1995). Furthermore, women tend to spend more time in each phase of the mentoring process, and the relationships formed with women tend to last longer than those formed with men (Schneider, 1991).

Female mentees have complained that male mentors can be "unsympathetic to female mentees' family responsibilities" (Moody, 1996, p. 5). This is particularly true when a woman is balancing her career while mothering small children (Moody, 1996). Men who mentor women can expect personal crisis and individual needs to surface during the mentoring relationship (Schneider, 1991). Male mentors need to be open to discussing possible solutions to the challenges women face. A mentor with a female mentee should be aware of the following:

- frequent feedback and monitoring will be necessary for the woman to develop assurance;
- women need mentors to model and reinforce strategies more frequently;
- women need more mentor initiated contact, since they tend to be reluctant to "bother" the mentor (Schneider, 1991).

Finally, women need supportive friendships in order to persist with their academic studies (Hansman-Ferguson & Garofolo, 1995). To help women acclimate to the academic environment, female mentees need a non-threatening environment in which their ideas are valued, critiqued, and challenged in a productive manner (Hansman-Ferguson & Garofolo, 1995).

Minority Issues

Mentoring continues to receive more and more attention as an essential tool for providing minority students the needed strategies for the 21st century (Steele, 1991). For minority mentees, the primary criteria regarding the amount of time and the level of interest the mentor can offer is still critical. However, it is helpful to have a mentor with similar ethnic and cultural experiences (Adams, 1992).

The attention, support, and guidance of the mentor is just as important as what the mentor knows (Steele, 1991). This is especially true for minority mentees who may have the ability and desire but lack the belief that success is within their grasp (Steele, 1991). Therefore, the mentor need not be a minority, but must care for the mentee as an individual by valuing the mentee's scholarship potential.

The lack of proper mentoring can cause a minority mentee to feel disappointment and a sense of futility, the inability to fully access the faculty and resources of the university, and possibly the premature termination of study (Padilla, 1994). Padilla (1994) describes the lack of support for minority students as "a disgrace that should not be tolerated" (p. 25).

Minority students must be included in networking and the sharing of important information about college life (Moody, 1996; Steele, 1991). Minorities are typically left out of these vital relationships (Steele, 1991). Additionally, it is vital that mentees see role models and minority faculty members in positions of authority in the academic setting (Steele, 1991). Unfortunately, there is a dearth of minority faculty that make a significant impact on university functions (Steele, 1991).

For the minority mentors that do exist, Steele (1991) recommends three helpful hints:

1) Be visible
2) Be supportive
3) Be involved

Summary and Advice

Many women and minorities face discrimination and extra psychological burdens, especially in predominantly White male settings (Moody, 1996). These conditions may cause the mentee to feel isolated and lonely. It is, therefore, imperative for the mentor to be aware and understand these conditions.

Women and minority mentees are advised not to go through the experience alone. They must be proactive in finding others for support. In addition to the empowerment activities and helpful hints presented in this handbook, Moody (1996) offers other strategies for women and minority mentees. They are:

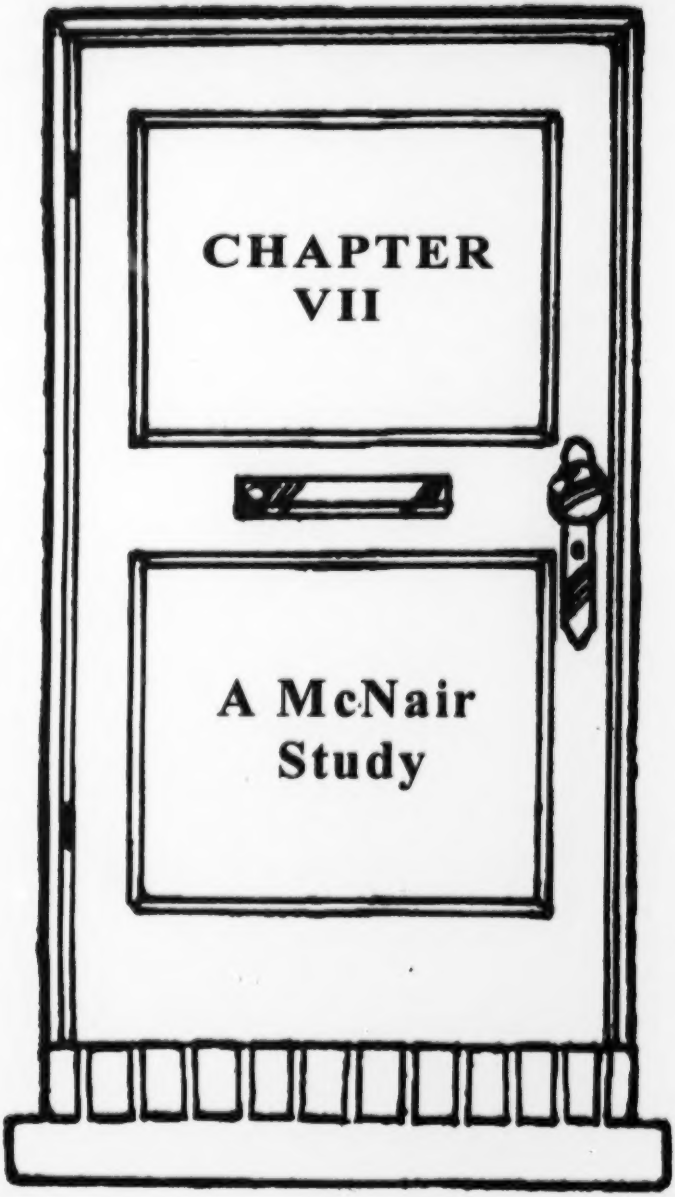
1) Develop support groups with other students to help personal, academic and professional growth.

2) Network both at your university and at other universities via the internet and e-mail.

3) Join graduate student groups and professional organizations for support.

4) Be your own best advocate!

Mentors of women and/or minority mentees are advised to assist the mentee in utilizing the four strategies listed above. The ideas presented here and throughout this handbook will assist both mentors as well as women and/or minority mentees in building a strong relationship: a relationship that promotes great satisfaction and personal pride.


CHAPTER
VII
A McNair
Study

A MCNAIR STUDY

McNair Scholars Program
Mentor-Mentee Survey Summary

Rationale

During the developmental stages of this mentor-mentee handbook, the McNair staff made a conscious effort to produce a handbook that would be functional, but just as important, personal in nature to the University of Northern Colorado. Additionally, we wanted to specifically align this mentor-mentee handbook to UNC's McNair Scholars Program and to UNC's academic faculty mentors and mentees. Thus, in order to personalize the mentor-mentee handbook in this manner, we felt it imperative to work closely with UNC's McNair faculty mentors and mentees to get their perspective and input regarding the mentor-mentee relationship.

Methodology

To achieve this effort, the McNair staff mailed out 60 mentor and mentee surveys; 30 to current and former McNair faculty mentors and 30 to current and former McNair mentees. Of the 60 surveys mailed, 11 surveys (37%) were returned by McNair faculty mentors, while ten surveys (33%) were returned by McNair mentees. The mentor-mentee survey responses were then separately coded and summarized according to survey questions. Specifically, the mentor-mentee survey addressed three primary objectives:

1. To collect information regarding the McNair faculty mentors' perspective of the mentor-mentee relationship;

2. To collect information regarding the McNair mentees' perspective of the mentor-mentee relationship; and

3. To determine the elements that characterize an effective mentor-mentee relationship.

Additionally, the McNair staff attempted to gain information from the mentor-mentee survey regarding:

a) The necessary qualities and/or characteristics for choosing faculty mentors;

b) The mentees' expectations of faculty mentors;

c) The faculty mentors' expectations of mentees;

d) Specific kinds of academic and personal/emotional support that faculty mentors could provide mentees;

e) Ways faculty mentors could be available to their mentees; and

f) Advice for other academic faculty who wish to develop effective mentor-mentee relationships.

Results

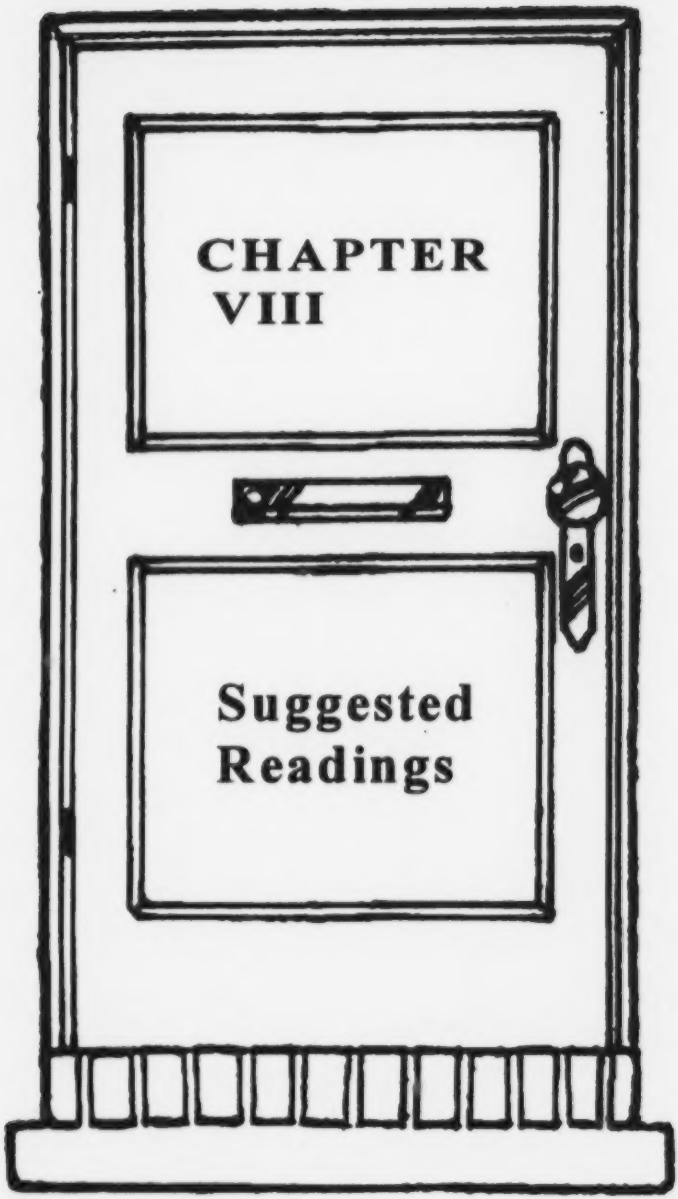
In summary, the McNair mentor and mentee surveys revealed very similar qualities regarding the mentor-mentee relationship. Most faculty mentors defined the mentor and mentee role as, "one who helps and one who is helped," and "someone, a senior faculty member who provides extra help, advice, guidance to a mentee where the mentor develops a very close working relationship with the mentee. The mentor sees the mentee's potential and helps the mentee to realize it."

Additionally, the McNair mentees voiced in unison their responses when defining the terms mentor and mentee. Most of the mentees agreed the mentor is a "role model, teacher, and supporter of the mentee under his/her charge." Another mentee defined the mentor-mentee relationship as "a relationship of equal responsibility; the mentor is to make him/herself available to provide direction, guidance and advice to the mentee. The mentee is to motivate him/herself and act on direction provided by the mentor in a responsible and functional manner. Both people have a responsibility to each other and to themselves."

The McNair faculty mentors also expressed significant qualities that were deemed necessary for becoming effective mentors. Many of the

faculty mentors espoused how "respect, support, academic stature, patience," as well as "understanding, caring, sincere interest, willingness to help, desire to see others grow, patience and knowledge" were at the heart of an effective mentor. One faculty mentor commented that "above all, listening to what the student wants rather than projecting what the mentor wants for the student. Be available for the student, especially . . . when the mentee is working on [a] research paper." Finally, another faculty mentor defined effective mentor qualities as "self-confident, competent, patient, genuinely enjoys mentoring, high standards of excellence, and well organized."

In choosing a faculty mentor, several of the McNair mentees expressed the importance of selecting a mentor who had similar interests and had "knowledge on the subject." One McNair mentee elaborated, "my mentor was my English instructor. During a visit to his office we found we had much in common. A mutual respect and later a friendship developed. . . . I believe this is the strongest bond my mentor and myself share." Another mentee voiced passionately that he chose his mentor because of her "teaching style, interests in Sociology, approachability, willingness to help students and her extensive experience in research and research methods."


CHAPTER
VIII
Suggested
Readings

SUGGESTED READINGS

The following books and articles are provided for further growth, development and knowledge.

Mentoring

Academic mentoring for women students and faculty: A new look at an old way to get ahead. Hall, R. and Sandler, B. (1983). Washington, DC: Association of American Colleges.

Aspirations and mentoring in an academic environment: Women faculty in library and information science. Maack, M. (1994). Westport, CT: Greenwood Press.

Beyond the myths and magic of mentoring: How to facilitate an effective mentoring program. Murray, M. (1991). San Francisco, CA: Jossey-Bass Publishers.

Empowering the faculty: Mentoring redirected and renewed. Luna, G. (1995). Washington, DC: ASHE-ERIC Higher Education Report (0884-0040, 3).

Inside/out: Contemporary critical perspectives in education. Martusewicz, R. and Reynolds, W. (1994). New York, NY: St. Martin's Press.

Mentoring: Contemporary principles and issues. Bey, T. and Holmes, T. (Eds.). (1992). Reston, VA: Association of Teacher Educators.

Working-class women in the academy: Laborers in the knowledge factory. Tokarczyk, M. and Fay, E. (Eds.). (1993). Amherst, MA: University of Massachusetts Press.

Mentee Role

Getting What You Came For: The Smart Student's Guide to Earning a Master's or Ph.D. Robert Peters, (1992). New York: Noonday Press.

Communication

Getting to Yes (2nd ed.). Fisher, R., Ury, W., and Patton, B. (1991). NY: Penguin.

How to Talk So People Will Listen. Hamlin, S. (1988). NY: Harper & Row.

People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts Bolton, R. (1979). New York: Simon & Schuster.

Type Talk: The Sixteen Personality Types that Determine How We Live, Love, and Work. Kroeger, O. and Thuesen, J. M. (1988). New York: Dell Publishing.

You Just Don't Understand: Conversational Styles of Men and Women. Tannen, D. (1990). New York: Ballantine Books.

Relationship Building

Collaborative Practices for Educators. Lee, P. (1997). Minnetonka, MN: Peytral Publications.

Hidden Agendas: Potash, M. (1990). NY: Bantam.

Shared Minds: The New Technologies of Collaboration. Schrage, M., (1990) Random House: New York.

The Right Words: The 350 Best Things to Say to Get Along with People. Berent, I. M. and Evans, R. (1992). NY: Warner Books.

Self-Awareness and Growth

Feel the Fear and Do It Anyway. Jeffers, S. (1987). NY: Fawcett Ballantine.

The Road Less Traveled, Peck, S. (1978). NY: Simon and Schuster.

The Seven Habits of Highly Effective People. Covey, S. R. (1989). NY: Simon and Schuster.

There is Nothing Wrong With You. Huber, C. (1993). Mtn View, CA: Keep It Simple Books.

What Color is Your Parachute? Bolles, R. (1987, 1993). Berkeley, CA: Ten Speed Press.

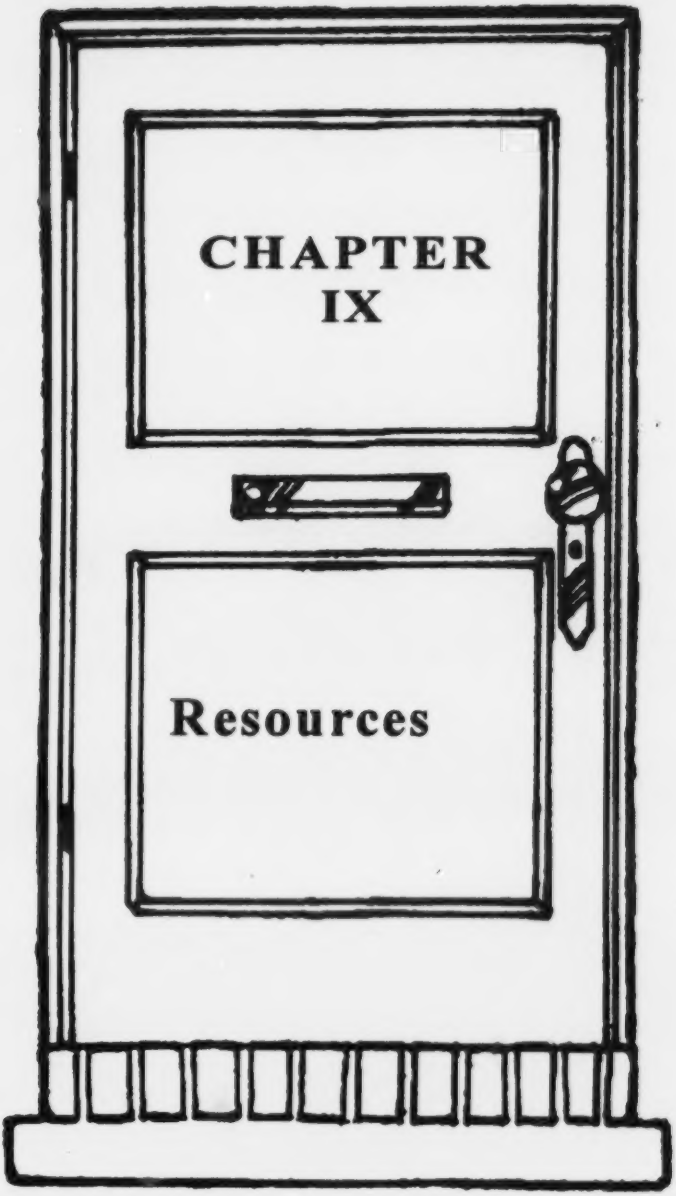
Multicultural

A Handbook for Developing Multicultural Awareness. Pedersen, P. (1988). Alexandria, VA: American Association for Counseling and Development.

Counseling and Development in a Multicultural Society. Axelson, J. A. (1985). Pacific Grove, CA: Brooks/Cole.

Multicultural Issues in Counseling: New Approaches to Diversity. Lee, C. (1991). Alexandria, VA: American Association for Counseling and Development.

Sensitizing Counselors and Educators to Multicultural Issues: An Interactive Approach. Anderson, D. and Cranston-Gingras, A. (1991). Journal of Counseling and Development, 70(1), 91-98.

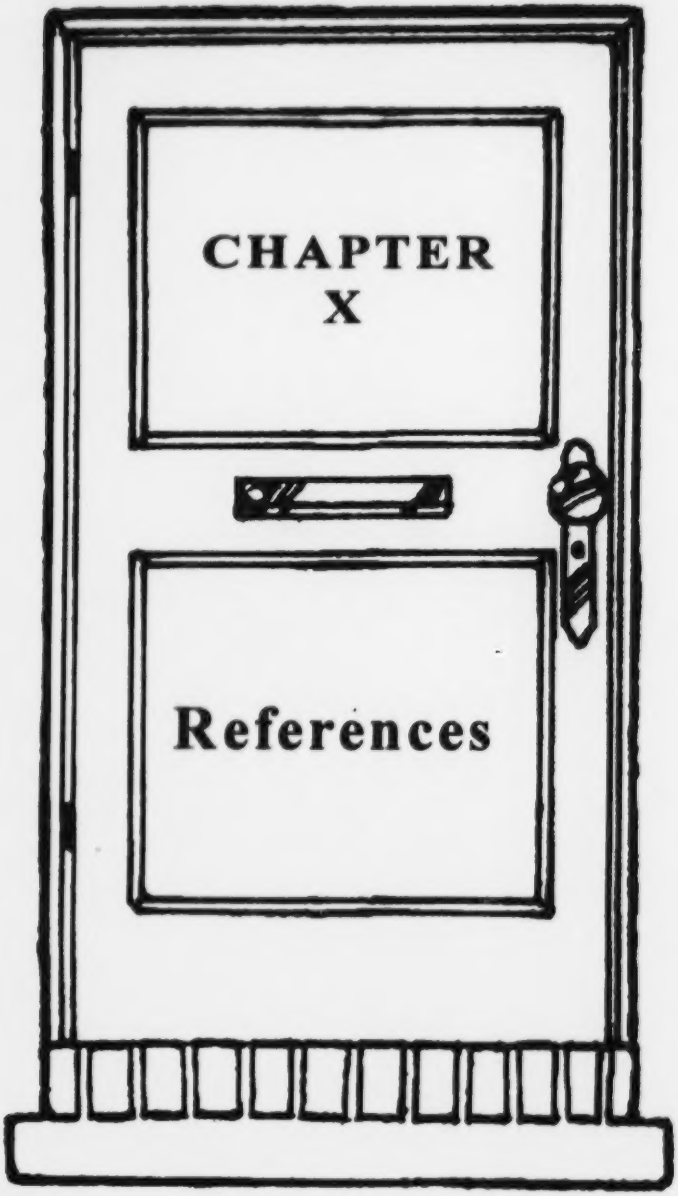

CHAPTER
IX
Resources

RESOURCES

1. Mentor Resource Center (MRC)
   1700 K Street
   Sacramento, CA 95814
   (800) 444-3066
   http://www.adp.cahwnet.gov

2. Mentoring Program
   c/o Darin Stageberg
   University of Washington
   (206) 685-6224
   http://weber.u.washington.edu/~doit/Brochures/mentoring.html.

3. Dr. Howard Adams
   Director - National Institute of Mentoring
   Georgia Institute of Technology
   College of Engineering
   Office of the Dean
   Atlanta, GA 30320-0360
   (404) 894-3350
   (404) 894-2799


CHAPTER
X
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Bolton, R. (1979). People skills: How to assert yourself, listen to others, and resolve conflicts. NY: Simon and Schuster.

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Hansman-Ferguson, C. and , Garofolo, P. (1995, May). Toward a level playing field: The roles of mentors and critical friendships in the lives of women doctoral students. Paper presented at the Thirty-sixth Annual Adult Education Conference, University of Alberta, Edmonton, Alberta, Canada.

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Moody, J. (1996). Overcoming isolation: Don't struggle alone. Vital Info: Vital Information for Graduate Students of Color. New England Board of Higher Education.

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Padilla, A. (May 1994). Ethnic minority scholars, research, and mentoring: Current and future issues. Educational Researcher (4), 23, 24-27.

Reisberg, L. and Gerlach, K. (1992). Strengthening the partnership: para-educators and teachers working together. Bremerton, WA: Olympic Educational Service District #114.

Schneider, A. M. (1991, November). Mentoring women and minorities into positions of educational leadership: Gender differences and implications for mentoring. Brockport, NY: Educational Resources

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Scott, S. K. (1992). Academic mentoring: The road to success. Ypsilanti, MI: Eastern Michigan University.

Steele, R. (1991, October). Mentoring: An effective tool for retention of minorities (Report No. UD-028-543). Southeast, MO: Educational Resources Information Center (ERIC Document Reproduction Service No. ED 342 841).